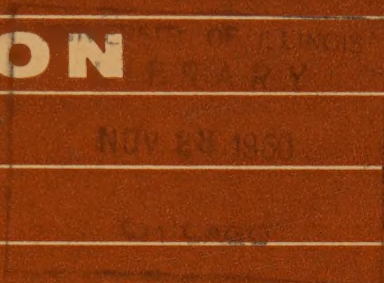


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NORTH CENTRAL ASSOCIATION

Quarterly



Sixty-sixth Annual Meeting

March 20-24, 1961

Theme: *"Quality Education for All"*

VOLUME XXXV

OCTOBER, 1960

NUMBER 2

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**Official Organ
of the
North Central Association
of Colleges
and Secondary Schools**

THE NORTH CENTRAL ASSOCIATION QUARTERLY is published by the North Central Association of Colleges and Secondary Schools in July, October, January, and April. It is the official organ of the Association, and contains the proceedings of the annual meeting of the Association, together with much additional material directly related to the work of the Association. The regular subscription price is \$4.00 a year. The July number is priced at \$1.75; the others, \$1.00 each. All members of the Association—institutional and individual—are entitled to receive the QUARTERLY as part of their annual fees. A special subscription price of \$3.00 per year is permitted to school libraries, college libraries, and public libraries and to individuals connected with North Central Association membership institutions. Subscription orders may be sent to the Executive and Editorial Office.

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**The
NORTH CENTRAL
ASSOCIATION
Quarterly**

October 1960

VOLUME XXXV, NUMBER 2

Association Notes and Editorial Comment

**ORGANIZATIONAL CHANGES IN THE
NORTH CENTRAL ASSOCIATION**

ON SEPTEMBER 1, 1960, the Executive Secretariat of the North Central Association and the Secretariat of the Commission on Colleges and Universities were combined in the office of the Commission on Colleges and Universities at the University of Chicago, 5835 Kimbark Avenue, Chicago. Concurrently, the editing of the *QUARTERLY* and the news organ, *NCA Today*, and the handling of public relations and information were made functions of the Executive Secretary's office, under the newly-created Committee on Publications and Information Service.

In making these changes the North Central Association took an important first step in building an organization headquarters with a full-time staff. Chicago was chosen since it is the transportation center of the nineteen-state area served by the Association. The direction in which the Association is moving is in keeping with the times and the developing program of service to which President Romine refers in his article, "The North Central Association—A Look to the Future."

The move toward creation of a full-time staff will lead to no change in the basic arrangements for policy determination and decision making. As in the past, volunteer leadership chosen from the

staffs of the Association member institutions will continue to play this role. The function of the professional staff will be to help in making the volunteer leadership maximally effective. We can then be assured that the spirit of creativity, of dedication, of unselfish public service

Edward F. Potthoff

1898-1960

We are saddened by the death of our friend and colleague, Dr. Edward F. Potthoff, director of the University of Illinois Bureau of Institutional Research since 1945 and a member of the faculty of that institution for 35 years.

Through his many affiliations, studies, and writings, Dr. Potthoff made lasting and outstanding contributions to American education. He gave superb leadership and dedicated service to the North Central Association. For many years he served as examiner and resource person for the Commission on Colleges and Universities. He displayed his keen interest in teacher education through his work with committees of the Commission on Research and Service.

Our loss is immeasurable.

which has marked the North Central Association throughout its history will continue to characterize it in the future.

NORMAN BURNS

NEW COMMITTEE ON PUBLICATIONS AND INFORMATION SERVICE FORMED

THE EXECUTIVE COMMITTEE, at its June meeting, established a Committee on Publications and Information Service, to replace the Editorial Board and the former Committee on Public Relations. The committee is comprised of the Executive Secretary of the Association, the Treasurer of the Association, the Secretaries of the Commissions and three members, with staggered three-year terms, appointed by the President.

Present members are:

Robert J. Keller, Professor of Education and Director of University High School, University of Minnesota (Chairman) (1961)

Edward Vonder Haar, Office of Public Relations, Xavier University, Cincinnati, Ohio (1962)

Otis Crosby, Assistant Director, Department of Information, Detroit Public Schools, Detroit 26, Michigan (1963)

Norman Burns, Professor of Education, University of Chicago, Chicago, Illinois (Executive Secretary of the Association)

R. Nelson Snider, Principal, South Side High School, Fort Wayne, Indiana (Treasurer of the Association)

A. J. Gibson, 1904 E. Washington Street, Charleston, West Virginia (Secretary of the Commission on Secondary Schools)

Herbert W. Schooling, Superintendent of Schools, Webster Groves, Missouri (Secretary of the Commission on Research and Service)

In naming the personnel for this committee, care was taken to include those persons who are designated by the Constitution as members of the Editorial Board.

The committee has held two meetings to consider functions of the committee; policies and criteria for NCA publications; methods for improving communication channels among NCA bodies and with the general public; and specific publications and public relations problems.

PROPOSED AMENDMENT TO THE CONSTITUTION

AT THE 1961 ANNUAL MEETING, the Executive Committee will recommend to

the Association that the Constitution be amended by *deleting the following section:*

"ARTICLE IV, Section 8. The Editorial Board. The Editorial Board shall consist of the president, secretary, and treasurer of the Association, the Secretaries of the commissions, and a managing editor selected by the Executive Committee."

This amendment will make possible the broadening of the membership and scope of activities of the newly-constituted Committee on Publications and Information Service.

WORKING WITH SUPERIOR STUDENTS: NEW STS PROJECT BOOK

HOW CAN WE PROVIDE for our superior and talented student? This is the central question raised in *Working with Superior Students: Theories and Practices*, a publication put out by the North Central Association's Project on the Guidance and Motivation of Superior and Talented Students (NCA-STs Project). Bruce Shertzer, Associate Director of the Project, is the editor of this publication, and Science Research Associates is the publisher.

This book is a compilation of pieces written by knowledgeable people in the superior student field. Such authorities as Elizabeth Drews, A. Harry Passow, Miriam Goldberg, Paul Witty, Robert Havighurst, and Nicholas Hobbs contributed their views. *Working with Superior Students* covers all of the major dimensions of dealing with superior students: identification, motivation, guidance, etc. are discussed fully. How to implement a talent development program is also considered. This work can be obtained, at \$5.95 per copy, from Science Research Associates, 259 East Erie Street, Chicago 11, Illinois.

Other materials available from the STS Project office are listed on page 212 of this QUARTERLY.

"QUALITY EDUCATION FOR ALL" THEME OF 1961 ANNUAL MEETING

"QUALITY EDUCATION FOR ALL" has been chosen as the over-all theme of the 1961 Annual Meeting which will be held at the Palmer House, Chicago, March 20 through

March 24. Plans are being made to explore this topic not only in the General Sessions of the conference but also in the buzz sessions, discussion groups, conferences, and program meetings of the Commissions.

At the First General Session on Tuesday evening, March 21, a four-member panel will discuss "The Meaning of Quality in Education." Stephen Romine, President of the North Central Association, will serve as moderator.

On Thursday morning, March 23, two speakers will present the problems encountered by secondary schools and institutions of higher learning in "Producing Quality Education for All," and at the Third General Session on Friday morning, the speaker will deal with the overall theme.

The January, 1961, *QUARTERLY* and the February, 1961, *NCA Today* will carry an outline of the activities scheduled for the 1961 Annual Meeting. Registration materials and the detailed program will be sent to member institutions about February 10.

FRATERNAL DELEGATES TO OTHER ASSOCIATIONS

THE NORTH CENTRAL ASSOCIATION will again send Fraternal Delegates to the annual meetings of the five other Regional Associations. This representation affords an opportunity for exchange of ideas and information and, at the same time, furthers cooperative and concerted effort among the Associations. Our 1960-61 delegates are:

New England: Norman Burns, Executive Secretary of the Association, Boston, December 1-3.

Middle States: E. J. O'Donnell, S.J., member of Executive Committee, Atlantic City, November 25-26.

Southern: Clyde Vroman, Chairman of the Commission on Research and Service, Memphis, November 28-December 1.

Northwest: William R. Ross, Past President of the Association, Missoula, November 28-30.

Western: Stephen A. Romine, President of the Association, Los Angeles, February 23-24.

Reports from these delegates will appear in a future issue of the *QUARTERLY*.

FOREIGN RELATIONS PROJECT ISSUES TWO BOOKLETS

THE NORTH CENTRAL FOREIGN RELATIONS PROJECT announces the publication of two new titles: *Africa and the World Today* and *The United States in the United Nations*. With these additions, there are eight different booklets in the Foreign Relations Series, as well as six teachers guides and three sets of classroom tips (see Publications of the North Central Association, p. 212 of this *QUARTERLY*).

Presently located in Room 832, First National Bank Building, 38 S. Dearborn Street, Chicago 3, Illinois, the Project has severed its relationship with Science Research Associates. North Central Association, therefore, becomes exclusive publisher, distributor, and copyright owner of Foreign Relations materials. Until July, 1960, the Project was financed through a grant from the Ford Foundation. Now the major source of support comes from the continually-increasing sale of the booklets. Orders received during July, August, and September indicate that schools are buying even more of these materials than last year.

The Project, now in its fifth year, has conducted more than 300 teacher conferences all over the nation; carried on cooperative projects with state departments of public instruction and national educational organizations; co-sponsored workshops and residential seminars devoted to the discussion of foreign affairs; enrolled more than 4,000 secondary schools in the program involving more than 6,500 teachers and 600,000 students; and distributed more than 500,000 copies of its booklets.

"THE PRICE OF EXCELLENCE"

The Price of Excellence—a report to decision-makers in American higher education—is the latest statement issued by the Problems and Policies Committee of the American Council on Education. The preface sets the tone for the declaration:

"The price of excellence in every aspect of higher education is high and inevitably rising. But it is, and

CORRECTIONS OF JULY QUARTERLY

YOUR ATTENTION is called to the following errors in the July, 1960, QUARTERLY. Please make the necessary corrections.

Page 25. Rockford College should be listed as Rockford College (M) indicating that the institution offers a graduate program leading to the Master's degree.

Page 100. Lindbergh High School, 4900 S. Lindbergh, LeRoy Amen (P) is listed as a St. Louis institution. It should be included as a St. Louis County high school, together with Hazelwood and Riverview Gardens.

Pages 163-164. The following material should be deleted: from the paragraph on page 163 starting with the words, "In the event that the president of the state university," through the top paragraph of the second column of page 164 ending with the sentence, "Any appeal from the interpretations and decisions of the secretary of the commission shall be made to the Executive Committee." This material has become obsolete through amendments to the Constitution and thus erroneously appears in the publication of this document.

will be, less than the cost to the American people of settling for the wasteful ineffectiveness of educational mediocrity."

Emphasizing the demands placed upon higher education, the report states that "the increasing complexity of today's social, political, scientific, and economic structure requires of an educated person such information and understanding as could not have been imagined a generation ago. Within a century, colleges and universities have moved from the limited goal of preparing a few people for a few professions to the full responsibility for the preparation of trained manpower needed in hundreds of occupations."

"Equally significant is the demand for research and development programs to promote understanding and to advance knowledge and hasten its application in many areas in this period of exploding populations and growing international tension . . . a proper investment in higher education involves investment adequate to an enterprise which increasingly undergirds both the dynamic national economy and free society as a whole."

While stressing the need for a "major advance from present levels of financial support similar to those already evident in such areas as military defense and highway development," the report urges institutions to examine carefully their utilization of personnel, facilities, and space; to evaluate programs with a view toward elimination of duplication; to broaden and intensify the development of statewide and regional planning; and to improve, through every available means, the quality of education.

Among the signers of the statement are persons active in the North Central Association: Elmer Ellis, President of the University of Missouri; John R. Emens, President, Ball State Teachers College; and Quigg Newton, President, University of Colorado. Copies of the report are available without charge from the Publications Division, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

THE JUNIOR HIGH SCHOOL YEARS

At the 1960 Annual Meeting, the Administrative Committee of the Commission on Secondary Schools was instructed to explore the possibility for accreditation of junior high schools by NCA. The action resulted from a special committee's survey of current interest of junior high schools in such accreditation.

We, therefore, note with interest the publication of James Bryant Conant's memorandum to the nation's school boards entitled, *Recommendations for Education in the Junior High School Years* (Educational Testing Service of Princeton, New Jersey). The report is based on

visits to 237 schools in twenty-three states. It embodies a number of recommendations for organizing and implementing a junior high school program, some of which will undoubtedly be the subject of much discussion and controversy. Particularly provocative may be his comments on the relationship between the school board and the administrative staff which refer to the appointment of the professional staff; the judging of the quality of teaching; and the details of course content and choice of textbooks.

PROBLEMS OF NEW FACULTY MEMBERS IN NORTH CENTRAL COLLEGES AND UNIVERSITIES

ADMINISTRATORS in colleges and universities throughout the United States are continually working to improve the in-service programs of their institutions so that newly appointed members of their staffs may efficiently be oriented to their new positions. To do this, such orientation and in-service programs need to help new faculty members resolve the problems they feel to be most critical.

The North Central Association Subcommittee on In-Service Education of Teachers of the Commission on Research and Service, believing that the problems of new faculty members can be more clearly identified than they have been in the past, has joined with the Center for the Study of Higher Education at Michigan State University in launching a study for this purpose. The study, authorized by the NCA at the 1960 Chicago convention, is being conducted by Harlan R. McCall, head of the Education department of Alma college.

A four-page questionnaire was used in the study. In this questionnaire were listed 50 problems found by preliminary examination to be most likely among the critical problems which new faculty members would identify. Participants in the study were asked to check the intensity and persistence of each of these problems and to add others. Problems were listed under three headings: personal, institutional, and instructional.

A second section of the questionnaire asked participants to evaluate the effectiveness of 25 administrative practices which might be used in helping them resolve their problems, and to indicate if they were in use in the institutions in which they were serving.

Questionnaires were mailed to 2117 first- and third-year faculty members in 164 stratified randomly selected NCA institutions near the close of the 1959-60 college year. Follow-up questionnaires to those in institutions of less than 3000 enrollment brought a total response to 66 per cent. From those in institutions of more than 3000 with no follow-up there was a 42.5 per cent response.

Five of the eight problems identified as being most critical (those giving the greatest degree of difficulty) by new faculty members in small and large institutions were found to be the same. They were:

Acquiring adequate secretarial help, rated as first in difficulty by those in both small and large colleges and universities.

Finding suitable living quarters, ranked second in small institutions, fourth in large.

Understanding college policies regarding promotions and salary increases, ranked third in degree of difficulty in both small and large institutions.

Acquiring adequate office space, ranked fifth in small institutions, but second in large institutions.

Knowing what other departments of the college expect of my department, ranked sixth in degree of difficulty in both small and large institutions.

Those in small institutions identified three instructional problems among these eight giving them the most difficulty. They were: *Lack of teaching aids*, ranking fourth; *Using effective discussion techniques in class*, ranking seventh; and *Developing effective lectures*, ranking eighth. None of these was found among the most critical problems identified by those in the large institutions.

The eight problems found to be critical for those in institutions of less than 3000 are now being studied further. Significant differences in perception of these problems as related to sex, age, level of preparation, or previous experience of respond-

ents are being determined. Likewise, for each critical problem significant differences related to such factors as size, nature of control, and level of instruction for which the institutions are approved by the NCA are being determined.

A more complete report on this study is being planned for the 1961 annual meeting.

13th ANNUAL TEACHER EDUCATION WORKSHOP

TWENTY-TWO REPRESENTATIVES from twenty-one colleges attended the 13th annual Teacher Education Workshop held in Centennial Hall at the University of Minnesota from July 25 to August 19. The workshop is sponsored jointly by the NCA's Subcommittee on Institutions for Teacher Education and the College of Education of the University of Minnesota. Dr. Don Davies, Director of Student Teaching, University of Minnesota, and Dr. F. Clark Elkins, Chairman, Division of Social Sciences, Henderson State Teachers College, Arkadelphia, Arkansas, again co-directed the workshop.

The workshop was a combination of meetings devoted to general basic problems in teacher education and special activities centered upon the specific problems of the individual participant and his campus. A series of general sessions consisting of addresses, panel discussions, and open forums were devoted to current issues in higher education which the participants had indicated were of common concern. Seminars were organized in (1) Student Teaching, (2) Student Personnel, (3) The Improvement of Instruction, and (4) Teacher Education Curricula to en-

able workshopers to explore problems of expressed interest. Directed independent study and individual conferences with workshop and University of Minnesota staff members assisted participants who had specific assignments from their president, dean, or local study committee. Tape recordings of the principal speeches made during the Minnesota Centennial Conference on College Teaching and the 1959 University of Minnesota Conference on Teacher Education provided material for several listening and discussion sessions.

The four seminar reports and the results of several independent study projects should be of special interest. For example: the report of the Seminar on Teacher Education Curricula will include an integrated five year curriculum for elementary teachers, a fifth-year program to be added to a traditional four year curriculum for secondary teachers, a sixth-year program for school administrators, and a program of pre-student teaching laboratory experiences. These reports, some of the addresses of visiting lecturers, a list of materials and services available to participating institutions, and a comprehensive evaluation of the workshop by participants will be published in the 13th Annual Workshop Report. The report will be a memorial issue honoring Dr. Edward F. Potthoff, Director, Bureau of Institutional Research, University of Illinois, who served as Chairman of the Subcommittee from its inception until his death in August. The report will be available after January 1, 1961, for \$1.00 per copy. Orders should be sent to Dr. F. Clark Elkins, Henderson State Teachers College, Arkadelphia, Arkansas.

The North Central Association— A Look to the Future

FOR MORE than eighty-five years regional accreditation has been influencing education in the United States. This unique American development, conceived and developed cooperatively by representatives of colleges and secondary schools, has served many purposes. Generally, the influence has been and continues to be constructive. Over the years, many outstanding educators have given excellent leadership and service through the regional associations, and their significant contributions have left their imprint on American education.

What of the future? Any organization that proposes to extend its influence in the years ahead must objectively appraise past accomplishments, survey present problems, and look forward to new programs. The North Central Association of Colleges and Secondary Schools is no exception. The principal purpose of this article, therefore, is to encourage discussion and evaluation that will result in an improved program by this agency. Another objective is to promote extensive cooperation among the six regional accrediting associations as a means of strengthening each and all in the service of education.

To attain these goals, relative strengths and weaknesses of regional accreditation and of the North Central Association must be recognized. Such critical appraisal should not be considered deprecatory, nor should it be construed as a lack of confidence. Despite some ineffective characteristics, accreditation and the North Central Association have played a very significant role in improving the quantity

and quality of secondary and higher education. Both can and should make an increasingly valuable contribution in the future; neither should be made the victim of honest and constructive self-criticism which is essential to such improvement. Similarly, in identifying changes and their impact on regional accreditation, the purpose is to describe, not to censure or belittle.

THE PURPOSES OF REGIONAL ACCREDITATION

Regional accreditation emerged as a means of providing extra-legal, voluntary, inter-institutional cooperation in educational matters of common concern to colleges and secondary schools. Chief among these were college admissions and related preparation in high school of future college students. This early and enduring focus persists, despite a much broader outlook in accreditation today that includes all secondary school students.

Another concern shared by accredited institutions is that of educational standards. The definition and maintenance of minimum standards at collegiate and secondary school levels has been one of the major purposes served by regional accrediting associations. This is now and will continue to be very important. Both uniformity and flexibility are usually reflected in the development and administration of these standards. Some shift has been made in recent years from the more quantitative to the more qualitative kinds of standards. Criteria have also been developed to encourage and to guide efforts beyond minimal conditions for membership, for the tendency endures for minimum standards to remain too low

¹ Dean of the School of Education, University of Colorado, and President of the North Central Association of Colleges and Secondary Schools.

and to become accepted as desirable or ideal practice.

Related closely to educational standards has been the stimulation of self-evaluation and self-improvement by member schools. Much of this activity parallels the standards, although increasing attention today is given to experimentation and to other kinds of betterment not directly associated with these standards. In an age of organization, membership in a regional accrediting agency serves, at least in part, the need for commitment to a shared effort that has influence and value extending beyond the individual institution. Such membership also affords opportunity for school administrators to exercise useful and satisfying leadership on statewide and regional bases.

Concern with college admissions, high school preparatory programs, educational standards, and the promotion of self-improvement combine to serve another purpose, particularly in the eyes of laymen. Regional accreditation has come to be accepted as a hallmark of quality. This hallmark is questioned more today than in the past, but member colleges and schools still generally enjoy prestige denied to those which either cannot or do not wish to be accredited. The pressure to be accredited is often sufficiently great that the voluntary nature of membership is difficult to explain.

Still another purpose served by regional accrediting associations is that of organized resistance to forces and groups seeking to influence adversely member schools. Usually such resistance takes the form of an attempt by the regional association to protect colleges or schools against action considered to be improper or contrary to standards of memberships which reflect sound educational policy. The possibility of counter pressure exists at all times, of course, and this condition often serves to discourage those persons who would otherwise bring unwarranted pressure to bear upon educational institutions. This counter force purpose is sometimes misdirected and may not always serve the best interests of the individual

institution or of the regional association. It is no secret that some school administrators have occasionally misinterpreted and used regional accreditation to support their own points of view even when these were contrary to the requirements of accreditation and injurious to the welfare of their schools.

Regional accrediting associations also serve by coordinating thought and effort among numerous agencies, groups of educators, and laymen interested in education. The degree to which this is recognized and accomplished varies greatly from state to state. None the less, the existence of an agency embracing colleges and secondary schools and extending beyond state boundaries can serve effectively as a means of encouraging shared endeavor beyond accreditation itself.

There may be other less inclusive objectives of regional accreditation. However, these cited herein are of major importance, and they seem to include most, if not all, of the significant ones. These objectives have existed for many years, if not from the beginning of regional accreditation. The way in which they have been sought has not been static, however. Frequent review of both purpose and procedure is increasingly warranted in the light of changing conditions. This review should be critical without censure and should offer constructive suggestions for strengthening the services rendered to member schools.

CHANGING CONDITIONS AND THE REGIONAL ACCREDITING SCENE

Many changes have come about since the inception of regional accreditation. Not all of these can be discussed in this brief article. It is essential, however, to consider those changes of special significance to accreditation generally and to the future of the North Central Association in particular. By way of brief summary, it can be said that the educational power structure is much more complicated today than in years past and that the struggle for the control of educational standards is at an all time high. These

conditions are not conducive to the continuation of regional accreditation as traditionally viewed.

Of great pertinence is the development and extension of state programs of accreditation and teacher certification. Closer than regional associations to the people influenced by them locally, these programs usually serve a wider clientele within the state than does the regional group. At the secondary school level state standards sometimes equal or exceed regional standards while local school district standards may even be higher. As a consequence of these conditions and other more recent developments some people are sincerely questioning the value of prolonging regional accreditation, particularly of secondary schools.

Multi-purpose collegiate institutions today are subject to accreditation or approval by many agencies in addition to regional associations. While the purposes served by all accreditation agencies may be worthy, the multiplicity of these groups tends to create problems and to raise doubts in the minds of many who are responsible for higher education. Total costs of membership and/or approval are not small. Overlapping jurisdiction and demands prerequisite to approval sometimes cause intense intra-university competition. As the more specialized accreditation agencies gain in prestige value and increase individual and institutional involvement in their programs the cause of general regional accreditation frequently suffers. The National Commission on Accrediting deals effectively with many of these related matters, but only the strengthening of regional accreditation will care for some of the difficulties.

The cooperation of state departments of education, specialized accrediting agencies, and professional education organizations marks another emerging and significant development. For example, in teacher certification there is growing coordination between state departments of education and the National Council for the Accreditation of Teacher Education. In the up-

grading of the preparation of school superintendents these agencies and the American Association of School Administrators increasingly are joining hands in common and worthy endeavor. In the future this may well involve other national professional groups of principals, counselors, and supervisors. Such activity in no way precludes the worth of regional accreditation, although it does tend in many instances to push the latter further into the background of influence and recognition.

Changing patterns of working relationships among accredited institutions also place some strain on regional accreditation. As an illustration, graduates of regionally accredited secondary schools once were widely accepted by colleges without having to take entrance examinations. This situation is rapidly changing with the resurgence of testing. State councils promoting high school-college relations often deal more directly and persistently with common problems than do regional accrediting agencies. Councils of college presidents within a single state, interstate commissions on higher education, and programs promoted by various professional and other groups also operate to influence colleges and schools and the way in which they work together. In many instances the influence of these overlaps regional accreditation; it may even be counter to it.

The move to involve laymen more frequently and more directly in educational decision making has increased the need for public information about regional accreditation. Legislative, tax payers, and other groups are also more active today than was generally the case in recent years. Whatever its motivation, some of this activity violates sound principles of educational administration; if indeed, it does not breach accreditation requirements. Federal aid programs add to the complicated power structure within which there continues the struggle to control educational standards. Agitation by some persons for a national curriculum and the conflict between centralization and local-

ism in education are part and parcel of this struggle.

Increasing organization in the field of education has also led to growing competition for first rate leaders. Regional accrediting agencies depending heavily on assistance and leadership from persons having other full-time responsibilities sometimes do not fare too well in this progressively competitive market. Some of this effect cannot be avoided, but part of it is due to a tendency for regional accreditation associations to be an anchor more often than a sail. Inadequate operating budgets constitute another adverse influence on the ability to exercise high quality voluntary leadership. Those persons who attain positions of educational leadership naturally tend to promote primarily the activities of their more immediate affiliate organization. This frequently results in disinterest in, if not active opposition to, ideas promoted by other groups, including those of regional accreditation associations.

These changes and their resultant complex impact on regional accreditation are influenced by and, in turn, affect other social changes. Rising taxes, the competition for the tax dollar, the teacher shortage and mounting enrollments at all levels, the increasing mobility of our population, wide spread criticism of American education, and general world unrest, to name only a few, confuse the total situation and hinder the process of solving the many related problems.

IMPLICATIONS AND OBSERVATIONS

Without courage one could easily be overwhelmed by the snarled situation which exists in the struggle for control of education in the United States today. But courage alone is not enough. Paramount are confidence, vision, wisdom, and sustained effort that direct and bring about needed improvements and changes. It is questionable if the North Central Association has done enough soul searching and has been sufficiently alert to its changing challenges and opportunities. This is said with no intent to censure or

impale anyone on the point of blame. The time is short within which increasingly responsive and responsible leadership and general membership may enable this Association to exercise well its proper and unique role in education. To the end that this role may be realized a few observations are relevant.

We cannot wisely continue to think of the North Central Association and of regional accreditation only in terms of traditional, well established, and generally accepted patterns of purpose, organization, and operation. To do so is to invite dissolution or to reduce further, than is now the case, the value and services of regional accreditation to member schools. There is need to explore and to try out new ideas and practices—to be more in the vanguard of educational thinking and less in the rear echelon. Undesirable and confusing duplication of requirements, reports, and other conditions involving state, regional, and other accreditation must be eliminated. Clarification and improvement of valuable and enduring regional accreditation services is also a must if the welfare of all is to be served well.

In the accreditation of secondary schools by the North Central Association there persists a kind of "state's rights" policy that is sometimes carried to unwise extremes. The result is great variation in the interpretation and administration of many requirements, frequently reducing some of the all too minimal existing standards and causing wide spread and mounting dissatisfaction among school principals. This unrest is increasingly noticeable in states attempting to adhere to and to exceed established minimal requirements. In effect, there has not been a strong association in these matters but more accurately only a loose federation of schools by states. Continuation of practices resulting in these outcomes can only lead to deterioration of influence.

A review of the structure of leadership in the North Central Association is in order. Increasing centralization is probably the only adequate answer in the long

run. Reliance on voluntary professional workers not paid by the Association has been a strength and may, with some modification, continue to be useful. But a central core of highly competent, full-time, professional secretaries for the Association and for the three Commissions looms large as a need still to be met. This has only partially been accomplished in recent years and has not wholly been accepted by, or satisfactory to, the membership at large.

Further, the North Central Association needs one central headquarters in which the professional secretaries and an adequate staff for each may be housed and work together. The absence of this has long served to retard the proper development of cooperative projects involving the Commissions and has contributed to some misunderstanding that has reduced the effectiveness of the Association. Such a headquarters should be large enough to house special projects of the type now being conducted by the Commission on Research and Service and the Commission on Colleges and Universities supported by grants from foundations and the federal government. Proper facilities would enhance the opportunity for the Association at large and the Commissions separately and jointly to operate more effectively and more efficiently than is now possible.

These moves toward centralization need not reduce the desirable flexibility and voluntary service enjoyed under a less tightly knit organization. In fact, with proper personnel having full time for their jobs, adequate assistance, and suitable central facilities, those features might well be improved and expanded. The time may soon arrive when the North Central Association should also consider incorporation.

As untimely as the suggestion may seem to be, the North Central Association should soon consider an increase in membership dues, especially for secondary schools. Many needed improvements will not be possible on the present level of financial support. Indeed, the cost of

services now rendered cannot fail to increase in the future. State universities and state departments of education may not be able and willing indefinitely to support financially the regional accreditation programs of secondary schools through the provision of state chairmen, secretarial assistance, and facilities as some now do. Relatively small increases in dues would yield a substantial gain in total income. In the interest of sound economy that yields superior outcomes, member institutions should support the Association on a financial level more consistent with the need and service level.

Telling the NCA story persists as an unmet challenge. Improvements in Association publications may help, but substantially better public information rests largely upon the willingness of member institutions to provide it at the local level. State committees might also do more than has normally been done. Controversy and innovations seem to be the principal foci around which the North Central Association has received most attention. Too often with the former we have been represented as the ogre bent on forcing unwilling obedience. More instances of resourcefulness in meeting new educational challenges would help greatly in causing the Association to be more generally recognized as a highly stimulating organization.

Through associations including voluntary membership of colleges and secondary schools, the most unique role of regional accreditation lies in the promotion of articulation between higher and secondary education. Far too little of this activity has been done on a sustained and well organized basis. Indeed, some ground has been lost or taken over by other interested agencies in the past several decades. With the increasing mobility of our population the problems of articulation today extend beyond regional boundaries. This is a shared concern about which close cooperation should be promoted among the various regional accrediting associations. The National Commission on Accrediting can help in this activity but cannot be a

substitute for willing and wise coordination exercised voluntarily by the regional groups. The NCA should take the lead in encouraging these measures of college-high school relationship across the nation. Such action would prove to be an open door to further relationships within and among regional accrediting associations that would yield far reaching and enduring gains for all of American education.

Local control of the schools has long been a major premise in American education. Although this concept has much to recommend it, the result has not uniformly been excellent education. Because of this, and many other reasons, there is a growing conflict between localism on the one hand and centralization on the other. Between the extremes of each pole, there is likely a position that combines the benefits of each. Just how can these be achieved?

In a sense regional accreditation has been serving as a means of encouraging a blend of uniformity and variability suitable to the member institutions. This has been accomplished voluntarily and on an extra legal basis admitting of change as rapidly as these institutions saw fit to bring it about. There is no good reason why regional accrediting associations cannot do much more in the same vein. This would facilitate, on a voluntary basis, a more generally acceptable common core of educational beliefs and practices geared to meet the needs of individual and nation alike. It would also promote the kind of variability best suited to the many educational institutions and the clientele they serve. The North Central Association should foster extensive cooperation across the nation to achieve a progressively im-

proved educational program at all levels drawing upon the combined strengths of local community, state, and nation.

OPPORTUNITY AND OBLIGATION

Regional accreditation has survived for almost a century and has flourished at times. The North Central Association generally is recognized as a leader among the regional groups. These conditions speak well for what has been accomplished and for those persons who have labored long and well in and for the Association. It should be reiterated, therefore, that whatever the shortcomings, regional accreditation and this Association have been an asset to American education. It would be foolish, however, to assume that perpetuation of the NCA or of other regional agencies is thereby assured or that any one organization is making the greatest contribution of which it is capable.

An overall review of the present operation and effectiveness of the North Central Association is in order. Such action may be desirable in other regional associations as well. This review should involve the membership and should be undertaken with the expressed intention of using the results. Such appraisal is basic to the accomplishment of subsequent changes that improve service and heighten prestige. It would also help to acquaint many persons with the Association, what it attempts to do, and how it goes about the process. Undoubtedly a wise inquiry would be useful to those subsequently placed in positions of responsibility. It would assist all concerned in gaining a sound sense of future direction and a grasp of vital opportunities and obligations.

The Nature and Variability of High School Graduates—A Basic Factor in School-College Articulation*

MANPOWER SUPPLY and utilization represent major current concerns of our nation. Widespread attention is devoted to problems of wastage of talent, identification of gifted, and generally, to the imperative need for proper development of all types of talent at all levels in age and ability. This concern about conservation of human resources stems from dramatic and accelerating changes which have occurred in our social and economic life. New and pressing demands face young people seeking appropriate opportunities for educational and career choices. It is clear that youth who face the complex demands of living and working in tomorrow's world must have not alone the basic knowledges and skills to fill their different roles out, increasingly, need accurate, realistic understanding about themselves. Perhaps, as important to youth as more accurate self-awareness, are such objectives as more self-acceptance with respect to one's own qualities and uniqueness, and more realization of an obligation to serve usefully in his world.

Actually, more of a challenge confronts each person—than is commonly recognized—to fully accept the stewardship of his own unique talents and abilities. The encouragement of talent and the development of more self-responsibility in its use represent an opportunity for freedom in individual growth. This is freedom in its

highest sense. The motivation of talent and the motivation of creative potential represent both a challenge and an opportunity for school and college teachers and counselors.

Counseling in schools and colleges over the period of the past two decades has been interpreted as providing for individual differences and as helpful assistance to youth in developing appropriate objectives and plans. This fundamental meaning has not changed, but it is obvious in the current scene, that counseling services more than ever before mean identification of talent, motivation of talent and assistance to all youth in attaining their fullest possible potential.

The topic under discussion today deals most broadly with the highly variable characteristics and needs of our youth population of high school graduates. The most immediate and obvious generalization is, of course, that the nature of high school graduates is essentially normal and their variability exceedingly extensive. Wechsler (45) in a classic summary of individual differences has carefully examined the limits and range of human capacities. He generalizes that "the range of human capacities when calculated in true units of amount, is exceedingly small," but observes that within this context the range ($2\frac{1}{2}$ to 1) for perceptual and intellectual abilities represents man's most variable characteristic. Any attempt to deal with this broad topic in a short discussion has required selection of limited portions of the literature and research. Anderson (3) points out that not only does considerable variability exist for human beings for each particular characteristic but, perhaps more importantly, a *uniqueness* with re-

* Delivered at the Second General Session of the Association, March 31, 1960. Dr. Dugan, who is professor of Educational Psychology at the University of Minnesota, is a member of the Executive Board of the Minnesota Counselors' Association, of the Minnesota State Advisory Committee on Guidance Services, and of the Research Awards Committee of the American Personnel and Guidance Association.

spect to the combination of characteristics for each individual. Anderson further analyzes Terman's assertion that seven times as many children with high IQ's are born within families of the professional class as in the class of unskilled laborers. Anderson examined this and concluded that since the later group was ten times as large as the professional class, actually there were, in absolute numbers, more gifted children in the United States within the unskilled laboring group than within the professional group. The necessity of tapping new reservoirs of youth talent, particularly in minority groups, is currently emphasized. Beilin (6) analyzes the potential and concludes that "the present shortage of high level talent will require the recruitment of larger numbers of highly capable youth from the lower socioeconomic groups."

To pinpoint the subject of today's discussion, my objective is to deal with three main aspects of the topic relating to variability of high school graduates: first, the size and changing outlook for the high school population; second, what happens to high school graduates? and third, what are some of their needs and problems as revealed by research?

THE POPULATION AND THE OUTLOOK

Children born during the war years of the 1940's are now in high school in unprecedented numbers. Recent estimates of the U. S. Office of Education indicate that enrollments in grades nine to twelve will rise by 40 percent from 1959 to 1965—moving from almost nine million to 12.5 million pupils in the six year period. The population of high school age pupils is estimated to reach 16 million by 1970. (9) Numbers of high school graduates will increase at a somewhat larger proportionate rate to three million or more each year in the years immediately ahead. Similarly, college enrollments are expected to rise from three million to perhaps five million in 1965 and six million by 1970. (12)

Increasingly larger enrollments of youth in high school and a higher "holding power" have forced schools to deal with

not only a wider diversity of individual differences in ability, interests and achievements but also to meet an increased complexity of educational and vocational adjustment problems. One recent state study (43) demonstrated that the holding power of secondary school pupils from grades nine to twelve was nearly 85 percent compared to national figures of 63 percent in 1950-51. Other national level data (47) reveal that school holding power for youth in the 14 to 17 age group has risen from 51 percent in 1930 to 80 percent in 1954.

Trends in college going have changed sharply over recent decades. Demonstrated national trends reveal that while one out of five graduates planned to enter college in 1940, currently at least 35 percent enter, and for some geographic areas the ratio is easily double this.

Labor force demands and future expectations clearly reveal the necessity of advanced training beyond high school. Mitchell (29) reports that the professional and technical work group in our labor force has been the fastest growing group since World War II and that a rise of about 43 percent is expected from 1955 to 1965, a growth about two and one-half times as fast as the labor force as a whole.

It is clearly evident that our nation's concern about youth resources—the identification and development of talent—is a well founded concern. Employment prospects for youth based on data in the new *Occupational Outlook Handbook* are determined to be good, but these findings suggest clearly a substantial shift for youth employment toward fields of work requiring prolonged educational or other preparation and a declining demand for the unskilled, less well-educated worker. Now for the first time in fifty years our nation's employment practice demonstrates that employment in the white-collar occupations has surpassed blue-collar employment occupations. This rapid and fundamental change is underscored by the fact that in 1910 blue-collar workers outnumbered white-collar workers by more than two to one. Now by 1970, it is expected

that there will be 25 percent more white-collar than blue-collar workers. (49)

Employment trends for women reveal the number of women workers will likely increase by about seven million between 1958 and 1970—an increase of 32 percent. A strong trend has developed for women to enter employment in greater numbers and after a period of marriage to re-enter the labor market. Roughly, over one-third of all women, married and single, are at work. (29)

Wood (49) citing figures from the Bureau of Labor Statistics forecasts that whereas today some two million young persons enter the labor force each year, by 1970 the figure will be about three million. The number of persons under 25 who are either employed or seeking work will increase by about seven million, or well over 50 percent, between 1958 and 1970. Furthermore, this increase in young workers will represent nearly half the total increase in the country's labor force expected over this same period."

Among the population of high school graduates who enter college a unique variation is noted in the ability levels of students in different types of colleges. One state report (7) including more than 1,000 college freshmen in September, 1958, revealed that marked variation existed among the colleges within one state in the academic quality of their entering freshmen. In fact the average college aptitude varied by as much as 40 percentile points from one college to another, and high school academic rank varied by 16 percentile points. Thus, it is clear that marked differences exist in the average abilities and achievement of graduates who enter as freshmen in different colleges within the same state.

Variability of the most extensive dimensions exists then not only among the population of high school graduates but also among the entering freshmen classes of colleges which these youth choose to attend. The outlook in brief is for a sharply increasing population of high school age youth and with a higher proportion of high school graduates entering

some college or post-high school training. At the same time more youth and in general more women will enter directly into the labor market. Whatever youth enter, college or work, the changing employment future will demand more and more advanced and specialized preparation. Youth may well need to select their college or post-high school goal more carefully and with more attention to chances of success in meeting differential levels of competition from one college to another and from one line of work to another. Improved means for youth counseling on educational and vocational plans at both school and college levels are strongly indicated.

AFTER HIGH SCHOOL—WHAT?

What happens to the total population of graduates after leaving high school is of equal concern to both secondary school and college staffs. The high school is increasingly sensitive to the post-high school adjustment and decisions of its graduates. Colleges are increasingly aware that significant numbers of able students do not enter college and that substantial numbers of poor college risks do enter college.

A metropolitan area study of more than 1500 high school graduates (24) revealed that (1) three out of four high ability graduates enrolled in college in contrast to about one out of three graduates who did not rank in the top fifth in college aptitude; (2) more high ability male graduates (82 percent) entered college than females (70 percent); (3) over twice as many high ability males entered college as other male graduates (39 percent) who had not

PERCENT OF HIGH ABILITY GRADUATES (TOP FIFTH) ENTERING COLLEGE AS COMPARED WITH OTHER HIGH SCHOOL GRADUATES

	High Ability		Other Graduates	
	Males	Females	Males	Females
Entered College	82	70	39	36
Did Not Enter	18	30	61	64

ranked in the top one-fifth of their class. The earlier marriage rate for girls is noted with about two-thirds married within three to four years after graduation. High ability girls and boys enter marriage significantly later than other high school graduates.

A number of studies of high school graduates in the period from 1938 to 1950 demonstrated that much talent is lost because about half of those in the upper one-tenth in ability did not attend college. More recent studies (7) reveal a somewhat more optimistic picture—roughly one-third of all high school graduates now enter college, *and* about eight out of ten in the upper tenth of ability enter college.

Berdie's (7) study involving about 25,000 high school seniors in 1950 revealed that: (1) approximately 35 percent of all high school seniors planned to attend college and did so enter—this is in contrast to 23 percent of high school seniors who enrolled in college in 1939; (2) among high ability graduates two-thirds entered college in 1950 as contrasted with half of the graduates of 1939. Some other generalizations from this statewide study reveal that high school graduates from metropolitan areas enter college in greater proportion than do graduates from rural areas. More city boys than city girls planned to attend college, while in contrast more farm girls than farm boys planned to enter. Among high ability graduates 90 percent of those from high socio-economic levels planned to enter college in contrast to 55 percent of the high ability graduates whose fathers were factory laborers.

After examining such factors as paternal occupation, parental attitudes toward college, nationality origin and geographic factors, Berdie concludes that "Whether or not a high school graduate attends college depends in large part upon the home from which he comes." If more qualified graduates of our high schools are to attend college, more attention must be given to the attitudes and the influence exhibited by the family, as well as to any reduction of economic barriers.

Johnson (24) in 1959 followed up 601 high ability high school graduates, top 15 percent in ability, and found that 81 percent were attending a four year college or university the year following high school graduation. Nearly nine out of ten high ability boys and about seven out of ten high ability girls had enrolled for college work. In a further follow-up of the college achievement of graduates who ranked in the top 15 percent of their high school class, Johnson found that 93 percent earned grades of C or better, while nearly 50 percent earned grades of B or better. In contrast for these graduates who were average in high school academic rank only ten percent earned grades of B or better—yet half maintained a C average in college.

Barbe (5) sought to determine the occupational achievement of former students who were members of a special grouping of gifted students, IQ's of 125 or above, in the period of 1938 to 1952. Among former high ability graduates who were now employed, he discovered that 75 percent of the men were employed in professional and managerial occupations, 15 percent in clerical and sales work, and 9 percent in skilled trades. In contrast, 36 percent of the women were employed in professional work, 61 percent in clerical and about 2 percent in skilled trade occupations. Satisfaction with their present job was reported by more than eight out of ten of these gifted former students.

Wastage of talent for post high school careers is noted again in the evident loss of high ability students prior to graduation from high school. It is clearly evident that attrition at the high school level is not limited entirely to low ability students. Wolfbein's (47) analysis of school leavers reveals that half the school dropouts had average or better ability. In the total population of 22,000 school leavers approximately 12,000 were high school graduates who did not continue post-high school education. Seventy-nine percent of these had IQ's of 90 and over, with 16 percent having IQ's of 110 and over. In short, one in six high school graduates with scholastic ability at a level indicative

of successful completion of college did not continue.

A major drop out study of 73 high schools in Iowa (43) revealed that nearly one out of five students dropped out of high school between grades nine and twelve. Significantly, among those who dropped out nearly 18 percent had IQ's of 120 or above. Factors such as lack of scholastic success, low economic or educational level of parent and lack of participation in school activities were found to be positively correlated with withdrawal from high school.

Since it is possible to identify potential drop-outs early in their high school years, provision of counseling services and attentiveness to curricular provisions to meet individual differences offer means of reducing wastage of youth resources resulting from early school leaving.

A number of studies have revealed that substantial numbers of high ability students are not achieving the high scholarship and leadership which their potential warrants. (6, 26, 33, 50)

Does size of high school affect college achievement? This question frequently arises in connection with the meaning of rank in high school classes as a predictor of college success. In general, level of high school academic achievement has represented the best single predictor of college grades. Hoyt (22) examined differences among the college grades of students from different sized high schools. Previous research since 1917 has revealed inconsistent and variable findings. The principal question is simple: "Should high school rank be interpreted differently, depending upon the size of the high school involved?" Several studies have reported higher average high school ranks for students from small high schools than for those from larger schools.

Results from Hoyt's study of 884 freshmen revealed that no real difference in measured college ability existed between small and large school graduates. Women consistently averaged higher than men in high school rank in all sizes of schools, although both sexes earned about equal

average scores in a college aptitude test. The major findings, then, with respect to rank in high school are: (1) that high school rank is about as good a predictor of college academic performance for students from small high schools as for students from large high schools; but (2) a distinct trend was revealed for students from smaller high schools to receive lower grades in college than might have been predicted from high school rank. In short, high school rank from a small high school correlates lower with freshman year grades (r.53 men and r.54 women) as compared with (r.68 men and r.78 women) for graduates of large high schools. In other words, high rank in high school probably means more as far as prediction of freshmen grades for graduates of large high schools than it does generally for graduates of small high schools.

Personality and social characteristics related to level of achievement were studied by Gough (15) using the three-year high school record of two samples of achieving and under-achieving students. While his results did not establish clear relationships, his review of other research indicated that intraversion, dominance, self sufficiency, good motivation, liberal social attitudes, and lack of maladjustment were all characteristics found among achievers. Curricular satisfaction, maturity of goals, efficiency of planning and working, and adequate personal and social orientations also pertain to better achievement. On the other hand, items which reflect lack of emotional tension, immaturity, social extraversion, disinclination to admit personal problems, and a tendency to see others in a favorable light seem to be predictive of under-achievement.

Perhaps of more current interest to college officials than recruitment and admission is the very sensitive problem of why so many entering college students do not persist after the freshman year. In 1938, McNeely reported the result of a national survey and found that out of every 1,000 students who entered publicly controlled colleges, 513 graduated. That

means that 487 students or 48.7 percent dropped out. This surprisingly high drop-out ratio of nearly 49 percent drew many educators' attention to the problem of student mortality and its prevention more than twenty years ago. (27)

Nevertheless, the problem has not been solved to a satisfactory extent. Eighteen years later Iffert (23) reported that fewer than four out of ten students (38.6 percent) graduate from the institution of original registration in regular progression. Approximately 11 percent of freshmen entering institutions of higher education are casualties during or at the end of the first registration period, and more than one-fourth (27.5 percent) are casualties by the end of the first year. The most critical period, according to Iffert, is clearly the second half or last two-thirds of the freshman year. Fifteen percent discontinue during or at the end of the second year and about one in seven (13.7 percent) leave during the third and fourth years. Of the students who entered publicly controlled four-year institutions as full-time freshmen in the fall of 1950, 32.5 percent graduated in 1954. The percentage graduating from privately controlled institutions was 46.6 percent.

Standing in high school graduating class is significantly related to length of survival in higher education. For example, universities graduated 38.8 percent of all of their students in regular progression but they graduated 56.3 percent of those who graduated in the top fifth. On the other hand, only one in eight from the bottom fifth were graduated.

The analysis of the level of college grades in terms of survival status of students shows that, although the average grade of first year drop-outs is lower than the average grade of those who survive for longer periods, separation from the institution of original registration is not entirely attributable to low academic performance. In fact, there is distressingly high mortality among those whose academic work is appraised at a high level by the faculty. Approximately one-third of the freshman year drop-outs earned higher

grades than the senior average. Students seldom give a single factor as the reason of their leaving school, but two types of difficulties, academic and financial, dominate the scene.

Stuit's (37) study of freshmen who did not return to the sophomore year revealed that 36 percent of the drop-outs ranked average to superior in college aptitude. His analysis suggested the need for more adequate pre-college guidance, the need for greater effort to aid students in financial distress and the need for discouraging applicants with insufficient aptitude.

Nearly two-thirds of the freshmen who dropped out had ranked below the average on an entrance test of college aptitude.

One of the most thorough studies of differential prediction of academic performance in college is that being carried out by Horst (21) at the University of Washington. The primary aim here is to provide to students some predictive evidence regarding their chances of success in several different kinds of college courses. Research data of this type when associated with counseling of students has much merit. Horst expresses an orientation underlying this approach. "In order to supply the demands of society, the real need is not to get finer screens and more powerful microscopes to locate fewer people who are better in everything, but rather to provide programs which are designed to identify the highest abilities of that vast number of students who do have important contributions to make to society, if only their special abilities can be identified early and encouraged and trained."

In summary, we find that after high school graduation:

- At least one-third and possibly as many as 40 percent now will enter college; however, nearly eight out of ten high ability graduates enroll in college.
- Proportionately, fewer girls than boys enter college; even at high ability levels this difference is significant.
- A substantially earlier marriage rate is now noted for girls in the 17 to 21 year age range.
- Family influence and parental expectation have a marked relationship to college-going at any level of ability of graduates.

- School leaving results in substantial loss of students above IQ 110.
- Size of high school has some relationship to college success.
- High attrition rates at the college level, particularly in the freshman year, pose a serious problem for both colleges and high schools to examine.

NEEDS AND PROBLEMS REVEALED BY RESEARCH

A vast amount of research relates to needs, problems and adjustments of teenage youth. One area which has attracted considerable attention is underachievement. The evidence suggests need for much more alertness on the part of the secondary school in identifying earlier those students who for a variety of reasons are working far below their capacities. Early identification of underachievement is equally important to early identification of giftedness. In fact, remediation of student failure to work up to capacity would contribute substantially to the reduction of talent wastage. Wastage of this type is clearly evident at both school and college levels.

A previously reported analysis of high school graduates (10) included one sub-study related to students of high ability. An examination of grades earned in solid academic subjects through high school revealed that girls clearly out-achieve the boys. Among the high ability group alone, two out of three of the high achieving students were girls, and among the high ability but low achieving group, four out of five were boys.

Sex differences in general high school scholarship are readily observable. One study (30) was conducted on graduates of 83 Connecticut high schools, June, 1956, and this sample was considered representative of the state. Data were presented arranging boys and girls into separate deciles according to high school rank. From the data it was evident that, when rank in graduation class was used as a criterion of high school academic success the girls were distinctly superior to the boys. Conversely, the percentage of boys

in the bottom decile was twice as great as the percentage of girls.

Another unpublished analysis of 245 high school seniors revealed that one-third of the high ability seniors ranked in the lower one-half of their graduating class in the academic grades. This same study demonstrated that while eight out of ten high ability senior girls ranked in the top half of their class academically only 53 percent of the high ability boys were able to earn academic rank in the top half. Among senior boys of average and lower scholastic ability 72 percent ranked in the bottom half of their class. (10)

In the biennial survey of Minnesota college freshmen (38) the academic standing of more than 10,000 high school graduates is analyzed. The average high school rank of entering college freshmen was at the 65th percentile. Roughly 50 percent of all entering freshmen had ranked scholastically in the top one-third of their high school class. Nearly 75 percent had ranked in the top half of their high school class. These data give for students entering these colleges a fair idea of the level of competition they will encounter. Similarly 75 percent of entering freshmen scored above the average of high school juniors on a college aptitude test. No significant difference existed between men and women freshmen with respect to their measured college aptitude. Yet in terms of high school achievement women freshmen clearly out ranked men, average PR 73 compared to PR 59 in their high school rank.

Stivers (36) using McClellands need for achievement measure examined the motivations of boys and girls for college. He found boys who were well motivated for college had a higher measured "need for achievement" than those who were not interested in college going. High school girls on the other hand are more difficult to predict with respect to college going. Stivers found that among a population of able girls "well motivated" for college almost one-third *did not* enter college. Other studies tend to support the generalization that while four-fifths of the boys

in the top quarter in ability will enter college only about half the high ability girls will enter.

In the past five years, a marked increase in scholarship programs has occurred. Under the National Merit Scholarship Program the number of students participating has increased from about 55,000 in 1956 to more than 475,000 last year. Financial needs to continue education are in high demand and for many youth, a scholarship or a job is necessary if he is to enroll in post-high school training. Derthick (9) identified that private, state and federal sources provide some 237,000 scholarships a year. However, the median scholarship award of \$230 was but two-thirds of the average tuition cost of \$337 and three-fourths of all scholarships available are for less than \$375 per year.

Thistlethwaite's study (39) of scholarships obtained by high ability high school graduates demonstrated that among such students of nearly equal ability those who received scholarships were more active in their search for such grants. The successful applicant for a college scholarship made two or more applications to a variety of sources.

Rapidly growing attention is being devoted to the topic of creativity. Many researchers are conducting research and testing exciting leads in this direction. Torrance (41) has recently reviewed current research on the nature of creative talent and has opened up research avenues for helping school and college teachers to better understand the nature and behavior of creative children and youth.

Studies of creativity are more prominent in current literature than ever before. Rivlin (32) sought to differentiate between "creative" and "non-creative" high school students in terms of self-attitude and sociability. Comparisons of two such groups of 125 students selected by teachers of honor classes revealed that "creative" students possessed more social self-confidence and were more popular. While sampling may account for some of the differences, the study tended to refute the stereotype of the creative person being anti-social, quiet and seclusive.

High school and college teachers generally register some concern about the college going high school graduates who on the basis of their record would have great difficulty in college. Merrill and Murphy (28) studied freshmen who were admitted to college and predicted to earn academic records of D or below. Forty-nine who were found to overachieve in college work, earning C or above, were compared with 52 who achieved as expected, failing grades. Conclusions, based on a study of personality and needs as measured by the Edwards Personal Preference Schedule, revealed that the low predicted but achieving freshmen were ambitious, conforming and persistent. Such freshmen represent a better academic risk than the more gregarious, outgoing freshman of low academic potential.

Shaw's studies of talented under-achievers raise speculation regarding creativity as related to achievers when he found that although achieving students and non-achieving students earned significantly different college grades, their scores on standardized achievement tests did not differ. Apparently achievers in terms of college grades succeeded by conforming to group standards and non-achievers failed by non-conformity. (33)

Studies of differences in goals and attitudes among youth as a result of parent expectation and family socio-economic level offer another dimension for understanding school and college students. Berdie's (7) extensive questionnaire follow-up study concludes that parental expectation and support for college attendance is probably the most significant factor in determining whether or not a high school graduate will plan for and actually enroll in college.

A recent national study of parent expectations with regard to their children going to college discovered that 56 percent of the parents did so plan. This contrasts with about 35 percent of youth who actually enter college. (12) Goetsch (14) found that among high school students in upper income families about 90 percent attended college, while only 20 percent of

superior students from low income families attended college.

Havighurst (19) has summarized estimations regarding the relations of college entrance to social class origin. His analysis suggests that since 1940 not much increase has occurred in college going among upper and upper-middle class youth, because they had already reached the 80 percent college going level in 1940. However, Havighurst notes a sharp increase in the proportions of lower-middle and working class youth entering college—an increase of more than 50 percent being expected from these social groups by 1960.

Wilson (46) investigated the hypothesis that differences in values exist between upper and middle class adolescents as they enter college. Analysis revealed that for a sample of 165 students, significant differences in values were found between public high school graduates and private school graduates. Public school graduates were heavily over-represented in receiving high honors and academic grades at the A level.

Remmers (31) study of the attitudes of 2500 American teenagers suggests a need for concern about *how* youth think and feel. Among the voluminous specifics reported, some general findings are pertinent here.

- "In planning their education as in making their choice of a job, 60 percent of the students would like more help from teachers and school authorities than they are now getting."
- Fifty-four percent of the teenagers express a need for help on "how to study more effectively."
- Six out of ten seniors wonder how much ability they actually have, and nearly one-half don't really know their own interests and have little idea of what career to pursue. These teenagers hold favorable attitudes toward parents and religious beliefs, but two-thirds of the senior students want independence from parents in their decisions about future educational plans and careers.

A survey of attitudes of 569 public high school students in a large midwest city (51) revealed that 84 percent were satisfied with high school but of the dissatisfied students two-thirds were boys, who

suggested a need for better student counseling and the need for more variety in course offerings. More than two-thirds of those students said that religion played an important role in their lives and more than six out of ten said they had wholly satisfactory relationships with their parents. In fact parents ranked first and teachers last in a listing of six sources they would seek when advice on plans and personal matters was necessary.

Harris (17) presented to adolescents in 1959 a check list prepared and given by P. M. Symonds in 1935. The check list contained fifteen areas of human concern which the subjects were to arrange in the order in which they were personal problems and then the order which they were of interest. The areas were: health, sex adjustments, safety, money, mental hygiene, home and family relationships, study habits, recreation, personal and moral qualities, manners and courtesy, personal attractiveness, daily schedule, civic interests, getting along with other people, and philosophy of life. In the 1959 study, the check list was given to 1200 Minnesota youth, one hundred boys and one hundred girls in each grade from seventh through twelfth. In each of the periods, boys and girls ranked their problems very much alike. Money was rated high in both periods. It had first place in the 1935 and second in the 1959. Physical health was a greater problem in 1935 and mental health in 1959. The 1959 group gave more prominence to sex adjustments and family relationships and less prominence to manners and courtesy. Results proved that the two groups showed greater similarity in the way in which they ranked interests ($\rho = +.73$) than in the ranking of concern ($\rho = +.60$).

Studies generally in the area of realism of vocational choice tend to show that career objectives of youth are pointed most often at middle and upper categories of the occupational scale—those with the most prestige, highest salaries and requiring most education. Students of high mental ability often underestimate their potential and select vocations offering limited opportunities and students of low ability

sometimes select occupations for which they are not intellectually fitted.

Lockwood (25) examined the goals of 508 graduates of nine academic senior high schools and found most students to be realistic in their vocational choice. Yet 37 percent of these students were judged as capable of achieving vocational success in higher level vocations than they had chosen.

Stephenson (35) in a study of 1000 high school students sought to compare student's occupational aspirations with their actual plan for job placement. Although 73 percent of the students aspired to professional and business careers, only 40 percent actually planned to enter such occupational levels. In fact 60 percent expected to locate in clerical, sales or skilled and semi-skilled employment.

Crowley (8) in a study of the goals of 485 male high school graduates concluded their objectives were not monetary, glamorous or selfish, but rather revealed evidence of a wholesome outlook on life. The more frequent goals stated were related to continuance of education, job success and a happy family life.

Anderson (4) sought to determine whether the occupational values of high school pupils who have made a vocational choice differ from those of pupils who have not made a vocational choice and what differences exist in occupational values of pupils with dissimilar post-high school educational plans. A population of 1181 high school students was studied of which 358 were seniors. Among the 358 seniors two-thirds had made a vocational choice and one-third not. For seniors the occupational values of interesting work, security of a steady job and opportunity of advancement ranked as important considerations well ahead of such values as to "work as my own boss," "prestige of job" and "job benefits."

Vocational choices made in high school should generally be viewed as tentative, preferably within a context of other acceptable and realistic alternatives. Among such well considered "options" each youth

may well find that as a result of post-high school education and work, one or another of these alternatives proves out as the best or most reasonable ultimate decision. An earlier reported follow-up study (10) revealed that five to seven years after high school graduation only one-fourth of the men and one-third of the women found their present vocational plan in agreement with that made while in high school.

Numerous follow-up studies of high school graduates have attempted to assess their reactions to the helpfulness of the school and staff on a variety of needs and decisions. While caution is needed in the interpretation of expressed attitudes it is clear that graduates in general wish their school had been more helpful in certain areas. One such study (40) of nearly 1700 senior high school students in 1955 and 1956 revealed that although eight out of ten students wanted help from teachers and counselors on college planning, one out of three felt they received little or no such help. With respect to vocational guidance 54 percent of the seniors reported that they had received little or no help.

Clearly then, the evidence identifying youth needs, problems and differences suggests the value of increased communication between schools and colleges regarding selective admissions procedures, prediction data, persistence and quality of achievement of graduates who enroll for advanced training. Again, counseling services at both levels are crucial. The report of the Commission on Human Resources and Advanced Training expresses support for improved youth counseling services in its statement: "that a well-conducted program of student counseling can cut down the number of educational mistakes, can help students to arrive at realistic objectives, can help them to discover possibilities and potentialities which they had not recognized before, and through these means can increase the number of pupils who develop the wish to enter fields which they might not otherwise have considered."

CONCLUSION

This brief overview of but a portion of the research relating to high school graduates perhaps does little more than reinforce our awareness of the considerable variability and uniqueness that exist within this group. That they need help in understanding the relationship of their individual uniqueness to the multitude of possible educational and vocational goals is well recognized.

New plans for improving the transition of graduates from school to college have received much attention within this association and within individual states through cooperative committees of school and college representatives. A recent publication (2) on secondary school and college cooperation by the American Association of Collegiate Registrars and Admissions Officers deals rather thoroughly not only with the matter of a basic obligation but also with specific means for improved transition procedures.

Colleges and universities are developing new and useful materials related to college planning, college admission and college offerings. Perhaps most useful to counselors at both secondary schools and colleges are materials descriptive of college student populations, and research data which offer some basis for estimating a prospective student's chances for success. Examples of this type of new material are available from many colleges and associations. (44)

As school and college teachers, counselors and administrators, we have an opportunity and an obligation to take a harder and more precise look at the needs and the ranges of youth talent now seeking a smoother and more efficient transition from school to college. At each level we are challenged to assist all youth to aspire to achieve at levels which will fully test their highest potentials.

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Some Basic Problems of Accrediting*

THOSE OF US in educational institutions and organizations do not always do a really good job of creating an accurate public image of the organization. This is true of the North Central Association's Commission on Colleges and Universities. The informed segments of the general public have a vague idea that we approve institutions of higher education, but nothing more. It is fair to guess that the great majority of those persons involved in the field of higher education in this 19-state area are wholly unfamiliar with even the major changes that have taken place in this organization in the last twenty-five years. For example, we still encounter with disturbing frequency the mistaken idea that in carrying on the accrediting activity we place major reliance on a set of fixed minimum standards.

The lack of understanding of this Commission and its work is closely related to the confusion that exists with regard to the meaning of some of the words and phrases commonly employed in discussing accrediting activities. I must be candid about this; it is not just the outsider who suffers from this lack of clarity. Those of us who are close to the accrediting movement are by no means in complete agreement on the meaning of terms. In any case, the problem becomes the more important as the word "accredited" comes increasingly to be written into legislation affecting higher education and into the requirements for participation in various programs and activities.

"ACCREDITATION OF AN INSTITUTION AS A WHOLE"

One of the questions that plagues the regional or general accrediting association

is the meaning of the phrase "accreditation of an institution as a whole" as opposed to the segmental or partial accreditation of the professional agencies. Accreditation of the institution as a whole is generally viewed with favor (by the National Commission on Accrediting, for example) in that it recognizes the integrity of the institution and takes into account the interrelatedness of the various parts of the institution which go to make up the whole. But to define this phrase precisely is difficult. We know, it is true, what it does *not* mean. It means, obviously, that we are not concerned with one program or one course of study but rather with the totality of the institution. But does accreditation of the institution as a whole mean that we approve the law school, the engineering school, the fine arts program, the economics department, the course in Chaucer, the student guidance program, the investments policy of the board of trustees, the intercollegiate athletics program? The assumption is often made that this is exactly what it does mean, but this is not the case and could not be the case if we are to continue to operate on the basis that an institution is accredited when, on balance, it is found to be satisfactory—that is, where the elements of strength more than counterbalance the elements of weakness. Thus, at the time of examination of an institution, the course in Chaucer could be superb or incredibly bad. The economics department could be strong or weak.

Thus, the fact of accreditation of the institution as a whole does not permit us to assert that any particular part or program of the institution is of good or even acceptable quality at any given point in time. What we can say is that an accredited institution is basically of such quality that it will not permit any aspect

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of its work to continue for long to be below a minimum level of acceptability—that appropriate steps will be taken to correct the deficiencies. We can illustrate the importance of understanding this definition of accrediting by reference to the expectations of the graduate school in the university. The accredited status of an institution can be of some importance to the graduate school if it understands what accreditation does and does not mean. It is, on the other hand, misleading if the graduate school defines accreditation as meaning that all students with acceptable grades in all departments are at all times adequately prepared for graduate study, or even that the chances are good that most of them will be.

"QUALITATIVE ACCREDITING"

There are other phrases commonly employed in discussions of accrediting which add to the confusion about the subject. One of these is the phrase "qualitative accrediting." In recent years we have heard many times the statement that an accrediting agency should use qualitative standards rather than quantitative standards, and indeed it has been said so often and with such conviction that there is not a single accrediting association today which would not insist that it does this. This attempt at distinction between qualitative and quantitative is, of course, unreal. Even at its unenlightened worst the accrediting agency—any accrediting agency—is and always has been interested basically in quality. It employs quantitative measures only with the assurance or at least in the hope that they will be indicative of quality. What those who inveigh against "quantitative" standards are really deploring is insistence on blind conformity to fixed standards or practices which have no demonstrable relationship to quality. These may be quantitative, it is true—a minimum number of books in the library or a minimum amount of endowment. But standards may be nonquantitative and equally objectionable. Insistence on a particular pattern of administrative organization is a case in point—that a unit in an institu-

tion have a dean reporting directly to the president, or that one or more members of the administrative organization be women, or that the professional section of the library be under the control of the dean of that professional school rather than the general librarian. The distinction is not between quantitative and qualitative, and to put it on this basis merely adds to the confusion. The distinction to be made is between what makes sense and can be defended on educational grounds and what does not make sense and cannot be defended on these grounds.

But to return for the moment to the question of accreditation of the institution as a whole. Even if we can agree on what this means we still are faced with the problem of how one goes about accrediting an institution as a whole. On this subject, there are, as you know, two main schools of thought. One is represented by the approach of the Middle States Association under which the examining team includes an examiner for each part of the program or aspect of the institution's work. Thus, the team includes persons representing the various fields of study and the various offices in the institution. Inevitably, the teams for the complex institutions under this arrangement are very large.

The other school of thought is represented by the North Central Association's approach. Rather than using large numbers of people representing various interests our attempt is to develop a core of generalists—people who are, though it sounds like a contradiction in terms, specialists in generalism. In other words, what we need in our approach is a group of people who are specialists in institutional evaluation, broadly familiar with American higher education in its various forms, who understand the place of the institution of higher education in the social scene, and who think in terms of the interrelatedness of the parts of the institution.

EVALUATION IN TERMS OF STATED PURPOSE

Let us turn now to one of the basic tenets of accrediting today, that which

holds that an institution should be evaluated in terms of its stated purposes. Here again we have a phrase that is used by every accrediting agency of which I have knowledge. It is an important concept, but it is one which is not clearly understood—at least some of the uses to which it is put suggests that it is not well understood. The reasons for this are largely historical, that is, historically we have defined excellence as it relates to educational institutions in terms of the ability of the students to perform at a high level of competence in the traditional, respectable academic subject-matters. This is the meaning given to “accredited status” by many of the consumers of the product of our institutions be they employers or the graduate schools.

This is, of course, much too narrow a definition of the meaning of accrediting. We accredit an institution in terms of its stated purposes. If accrediting were to mean, as is commonly assumed, that the graduate can be depended upon to perform acceptably at the university or professional school level, we are imposing that purpose on the institution—a purpose to which it may not wish to subscribe. Suppose that an institution states that its purpose is to admit all applicants and provide them with a set of vocational skills and the elements of a general education presented at a level they can comprehend. The success of the institution in accomplishing this purpose is the measure of its excellence and the basis on which the decision as to its accredited status must be made. Its graduates cannot be expected to perform at a high level in graduate or professional school, but in terms of the purposes it has set for itself this institution can be as excellent an institution and hence just as accreditable as the institution that proposes to limit its enrollment only to the abler students and does an excellent job of preparing them for scholarly pursuits.

But even if we were successful in publicizing the fact that accreditation does not always mean the same thing but has meanings which vary as institutional purposes vary, we still leave the consumer in a

quandary, since now he knows that accreditation may mean many things but he does not know which of these things it means as applied to a particular institution on the accredited list. There are always those who strongly advocate the ranking of institutions in order of excellence. The demand that this kind of thing be done is particularly strong at the present time. Quite apart from the obvious difficulties of attempting a rating is the fact that a rating implies homogeneity in the group of institutions being rated. It is the apples and oranges problem. Institutional ratings could only be defended if one first sets up institutional categories, and this but compounds the difficulties of arriving at a system of ratings which could be defended.

NEED FOR DESCRIPTION OF INSTITUTION

What really is needed, it seems to me, is a description of the institution on the accredited list which would convey to the reader the basis on which the institution is accredited. The description might include such obvious things as sponsorship, size, coeducation or single sex, level of degree offering, and scope of program. (This information is already available.) But it would also include an explicit statement of institutional purpose (including perhaps what the institution is not doing). This statement of purpose would refer to the characteristics of the group served by the institution, whether it served a rural or urban area, whether or not it was strongly denominational, whether it had a selected or unselected student body, the socio-economic level of the students, the occupation of the graduates (including reference to graduate and professional school transfers). The description would also refer to what might be called the campus climate. I have in mind here such things as whether or not fraternities are dominant on the campus, whether or not there is a strongly religious environment, the nature and extent of control of student conduct, whether or not the students are closely guided in their education or are encouraged to exercise a high measure of initia-

tive. The description would also include information on the size and characteristics of the community of location. Despite the obvious and seemingly insurmountable difficulties, it is equally obvious that we must try to do something of this kind.

HOW SHOULD WE EVALUATE?

I should like now to say a word about the accrediting process itself or, to put it more broadly, the evaluative process. In institutional evaluation we have historically looked at institutional characteristics which could be seen and understood quickly and accurately. These have been characteristics that we had reason to believe were positively correlated with institutional excellence, that is, with the ability of the institution to discharge its educational responsibilities at a high level. Thus, we have looked for evidences of concern in the institution with the improvement of instruction rather than with the actual quality of instruction; we have looked at various aspects of the way in which the faculty is organized to carry on its task rather than the actual ability of the faculty to do its work; we have tended to confine our attention largely to the paper qualifications of the faculty instead of considering also whether or not the faculty was actually doing a good job of instruction.

Perhaps the time has come to take a fresh look at accrediting—at what the process of accrediting actually involves. The essence of accrediting is, of course, evaluation, and evaluation is inherent in all types of activity. It is a means by which we progress and by which we effect improvements in our ways of doing things. In every type of activity we are involved in evaluation. We do things in a certain way; we evaluate what we are doing; we introduce changes as the result of our evaluation; and we evaluate again. The evaluative operation may be done in a formal and systematic fashion or it may be so casually done that we are scarcely conscious that it is going on. But it does go on.

Now how do we evaluate, or rather, how should we evaluate? First, we must have certain objectives in mind. They may be stated or they may be implicit in the activity. We must have something in mind which we hope to accomplish—else we have no basis for evaluation. In the automobile we expect economy, speed, comfort, ease of repair, and perhaps a generous amount of chrome and spreading fins. These are our objectives, our expectations, and we evaluate an automobile in these terms. But the manufacturer, if not the general public, is not only concerned with how good a car he produces but with the conditions under which it was made. It may be a good car, but perhaps it could be better, or perhaps it could be made at lower cost if, for example, working conditions in the factory were better. This dual concern in evaluation, one with the product, and the other with the conditions under which it is made is characteristic of a wide range of activities.

Are these ideas about evaluation applicable in the field of higher education? I think they are. First, I think we can do more than we have typically done in evaluating the product. It is, of course, more difficult than evaluating the product of industry. We must agree first on what we want the product to be and second on whether the product is what we want it to be. This means, of course, that institutional objectives must be highly explicit and stated in terms of the behavioral characteristics of students. It means also that ways must be found for determining whether or not the desired behavioral characteristics have been attained. This is admittedly a difficult task. There are, nevertheless, techniques that can be employed—testing, observation, interview, reports of various kinds—and rapid strides are being made in improving and refining these techniques.

But regardless of how successful we may be in evaluating the product of an institution, it is also important—if education is analagous to other kinds of activity—that we look at the institutionalized educational processes through which we put the

student. Central among these processes is, of course, the learning situations. We would not, I think, look only at the learning situations but at all aspects of the institution since all institutional arrangements, whether they be directly connected with instruction or not, may have an impact on the instructional program. We would, however, look at the other aspects of the institution in terms of whether they facilitated or retarded the learning process.

What does this mean specifically in respect to institutional evaluation? It probably means no radical change in the things we now look at in institutional evaluation but it would mean a focusing on the learning situations. We would need to observe instruction, to discuss with instructors course objectives and the means employed in working toward objectives. We would wish to consider the organization of the curriculum, the relationships between students and faculty, student morale and interest, faculty morale and interest. We would look at the administrative arrangements, not in terms of some kind of standard or accepted practice, but in terms of whether the arrangements seemed to facilitate or retard learning. We would look at the library, the financial accounting arrangements, the physical facilities, at the student personnel services in this same frame of reference.

I think we can do more than we have done in institutional evaluation though the difficulties are great indeed. An important reason why, as an accrediting agency, we have not been able to concentrate on the really vital aspects of an educational institution's work, the learning situations, is that we have not had time in the usual two or three-day visit to form reasonably good judgments in these matters. If we are to do this kind of thing better, more time must be spent in the evaluative process, not more time during a single visit but rather over a period of time. Our trouble as an accrediting agency

stems not from our objectives but from the processes of evaluation.

The answer to this problem may come as a logical outgrowth of our growing concern as an organization with assisting institutions to work toward their improvement. This has meant acceptance of the responsibility not merely for separating the acceptable from the unacceptable institutions but for contributing, through whatever means may be available to us, to the institutional betterment both prior to and subsequent to accreditation. Our growing concern with service has resulted in efforts to establish longer and continuing periods of relationships with institutions seeking accreditation or looking forward to some change in their accredited status. This is reflected in our rapidly developing consulting program. The question I should like to raise now is this: Would it not be feasible to relate the evaluative process leading to accreditation to the consulting activity in some fashion? The consultant who works with an institution over a period of time comes to know a great deal more about that institution than does the visiting team that has been on the campus for two days. His more intimate knowledge of the institution would enable him to make judgments about the learning situations which, as I have indicated, are now dealt with tangentially for the most part since there is not time to observe them directly.

There are many difficulties to be surmounted in trying to devise a workable plan for extending institutional evaluation over a period of time. We should be able to find some way of making use of the consultant's more intimate knowledge of an institution, not only for advising the institution but also for evaluating it for accrediting purposes. I think it would strengthen the accrediting procedure. Perhaps even more important would be the contribution we could make to the advancement of the art or science of institutional evaluation.

Suggestions for Strengthening the Review Program*

FOR A NUMBER OF YEARS the Commission on Colleges and Universities has been concerned with a problem that faces all groups whose purpose it is to maintain and promote quality among their members. Specifically, it is that of being assured that with the passing of time subsequent to the accreditation of an institution, the quality of its work has continued to improve, or at least that it has not deteriorated, even though it may have been at a satisfactory level when it was admitted to membership. The cause for concern is quite understandable. There simply was no effective and systematic way of knowing what was going on among our membership. To be sure, over the years, reports from each member institution have been called for and many data have been accumulated, but it was increasingly clear that statistical data of this kind did not really reveal the state of educational health our institutions enjoy. The records showed that from the time some of the institutions appeared on the charter list in 1913 no official representative of the Association had ever set foot on the campus. Unless a crisis arose calling for a complete re-examination, there was practically no contact between the institution and the Association other than through the routine reports, so that the lack of first-hand knowledge of what was going on among the colleges and universities rightly or wrongly led to the suspicion that all might not be well among the membership, and that some programs carrying the stamp of approval of the Association might not be worthy of it. The pro-

longation of such a situation obviously would eventually destroy the validity of the accredited list.

Coincidental with the development of the foregoing point of view was the growing conviction that the Association must assume an additional function if it is to discharge its responsibility most effectively in these days. It may be trite to point out that institutions are like organisms: they may be alive, responsive and dynamic, or because of a lack of stimulation they may become complacent, ingrown, inert and ineffective, or they may fall somewhere between these two extremes. All institutions continually face the possibility of falling into a rut, of becoming self-satisfied and of experiencing a decline into mediocrity, or at best failing to grow with the needs of the times. The Association ought to assume the responsibility for stimulating each of its members to look realistically at its own program, its resources, its possibilities, and to be critically aware of a need to find ways of improving the service it seeks to render.

It was out of this background that the Commission at the 1957 Annual Meeting approved a program for systematically reviewing the membership. The original intent was that by periodically sending official representatives to the campuses, two purposes might be accomplished: (1) the Association would be provided with the opportunity of observing at first-hand the program the institution was carrying on and (2) it would provide an opportunity for a stimulating exchange of ideas between the institutions and the members of the reviewing team.

There was no thought that as a result of the review visits a serious question

* Delivered at the Open Meeting of the Commission on Colleges and Universities, March 29, 1960, in Chicago. At that time, Mr. MacKenzie was Associate Secretary of this Commission.

would be raised about the accredited status of a significant portion of the membership. It was felt, rather, that most accredited institutions were carrying on in an acceptable, creditable manner. But even in the cases of a suspected few scattered among the membership whose programs might be very weak, it was not the intent that as a direct result of the review visit action would be taken removing them from the accredited list. If the reviewing team were to come away from the review visit with serious doubts about the quality of the institution, the recommendation might be that a regular, full-scale re-examination of the institution should be made. Only after this step had been taken could a change in the accredited status occur.

If there ever was a predominant emphasis on the examining function it was rather quickly replaced by a desire to push the second of the two objectives of the program to the utmost—that of providing an opportunity to stimulate the growth of the institution, to help it see clearly what its problems are and to explore possibilities for improvement. The hope was that the necessity for taking a hard look at one's own program, for formulating for a visiting team a statement of problems faced, and a general overall evaluation of the program would in itself be a worthwhile experience. In fact, in the marginal institutions such an experience might well bring about a needed rejuvenation in spirit and could better serve to achieve the broad purposes of the Association than would dropping the institutions from the membership list.

THE PROGRAM PLAN

Briefly, the plan agreed on for placing the program in operation was as follows: the visiting of the institutions would be done by the Commissioners themselves going in teams of two to each institution. Accompanying the teams would be an examiner, a person with experience in the evaluation of institutional quality who would assist the Commissioners in determining how the visit should be organized, what data would be needed, and how the

information collected should be evaluated. The employment of the services of an examiner was a recognition of the fact that Commissioners frequently have not had experience in general institutional evaluation; such a person could aid materially in accomplishing efficiently in a comparatively short period of time the objectives of a review visit. The examiner was also to be responsible for preparing a report of the visit which was to go to both the Secretary's office and to the institution.

The plan provided for the organization of the program on the basis of our district organization; the visitation to institutions in a given district would be carried on by the Commissioners representing that district. The Commissioners were to serve without an honorarium with their travel expenses being borne by their home institutions. Commission funds were to provide a modest honorarium and travel expenses for the examiner.

During the first year of the operation of the program, 1957-58, twenty-two institutions were visited; nine of the visits were combined with a field experience visit with our Leadership Training Project. In these cases a team of three associates of the Project and their adviser made the visit along with a team of two Commissioners, the adviser serving as the examiner member of the review team.

Last year, the second year of the program's operation, thirty-nine institutions were visited. During the current year forty-one institutions have been scheduled for a review; plans for two other visits had to be cancelled because of schedule difficulties.

If each of our four hundred-odd member institutions is to be reviewed in the proposed ten-year period, obviously about forty visits will have to be scheduled each year. This average, however, will be reduced somewhat, in that a number of our members are scheduled to be examined very shortly for some other reason, such as a re-examination because of the upward extension of program. Such visits would obviate the necessity for a straight review visit in these cases in the next few years.

CHANGES IN ORIGINAL PLAN

One or two changes in this original plan of operation have been made since the inauguration of the program. One of these is that after the first year we decided against appointing an experienced examiner to accompany each team. We thought that after having had the experience of making one or two visits in company with another Commissioner and an experienced examiner, the Commissioner would be able to carry out the review functions without the help of an examiner. Furthermore, the cost of providing one for each of the teams was a not inconsiderable item in the Commission's budget. We have, however, offered to add an experienced examiner as a resource person to teams in two kinds of situations. One of these is in the case of a visit to a large and complex university where the task of reviewing a program, even at the rather general level suggested, was likely to prove to be too great for the team of two Commissioners alone. The other instance is the case in which one member of the reviewing team is a newly elected Commissioner without experience in the evaluative function. During the current year about one-fourth of the teams are utilizing the services of a resource person.

Another change in the plan as originally approved by the Commission was introduced last year after one year's experience with the program. As soon as arrangements were completed to include the institution among those to be reviewed, we asked that a steering committee be appointed from among the faculty and administration to serve as a focal point in the conduct of the visit. More specifically, the committee was to prepare materials for the use of the review team in advance of the visit itself, to inform the members of the institution of the purpose of the review visit, and to serve as a point of contact for the review team while it is on the campus.

During our first two years' experience we learned also something about how a team of Commissioners should be consti-

tuted. Earlier we had thought that it would be desirable to send Commissioners to institutions different from their own so that the opportunity for providing a stimulating learning experience for the Commissioner would be as great as possible. It would be well to send a Commissioner from a junior college, for example, on a review visit to a university so that he could exchange views with staff members in the kind of institutions to which his students frequently transfer. Similarly, the Commissioner from a university may come to have a greater appreciation for the function and the problems of the small liberal arts college if his review responsibilities took him to such an institution. However, although this idea does have these values, the institutions being reviewed frequently felt that Commissioners from institutions markedly different in function and size from their own were unable fully to appreciate their problems and to be as helpful as they might be in suggesting solutions. This year we have tried to see to it that one of the two members of the team represented the same type of institution as the one being reviewed.

One further change was made in the operation of the program this year over the previous two years which may reflect something of the direction in which the program should develop. In our directions for the steering committees and for the Commissioners relative to the conduct of the review visit we suggested a schedule of activities the team might follow while on the campus. It was designed to assist the team in organizing their time at the institution more efficiently by indicating in general the persons and the groups they should arrange to see to obtain the information needed in the evaluation of the program. This suggests a move toward a greater structuring of the review visit and it grew out of suggestions made last year by the steering committees and the Commissioners. But it was a move away from the highly permissive and flexible approach which characterized the program at first.

SUGGESTIONS FOR STRENGTHENING THE PROGRAM

With the experience of two full years of operating the review program behind us, we are in a position now to take a rather critical look at it and to seek ways in which it may be strengthened. We have the reports of the visits over those two years and last year we solicited comments and criticisms from the steering committees and the presidents of the institutions visited.

At the outset we may assume, I think, that the idea of periodically reviewing our membership is a sound one, that both the institutions and the reviewing teams agree that the program is valuable. But as we read the reports and listen to those who have participated in the visits we are becoming convinced that the full potential of re-visitation for developing our institutions is not being realized. Perhaps our approach has been too casual. We have tended to feel that it should not take a Commissioner very long after coming to a campus to get the feeling of the institution, to sense something of the climate of the academic community, and to satisfy himself that the level of quality is or is not acceptable. The visiting teams were not expected to make exhaustive examinations of an institution, but one working in higher education would soon be able to spot clues to the quality of the program sufficient to satisfy himself either that no questions should be raised concerning the program or that a more complete examination would be needed to establish its quality.

We may have been wrong in proceeding on this assumption. This is not to say that the Commissioners have not done a good job in the visits, for they have. But taking the long-range view the institutions themselves, and higher education in general, may not be realizing the maximum benefit from the opportunities that should accrue from the periodic review.

We may need to give somewhat more emphasis to the first of the two functions of the review program as originally con-

ceived—that of evaluating the quality of the institution—as against the second—that of providing a stimulating experience for those involved.

It may be suggested here that perhaps the Commissioners should be encouraged to be more critical as they visit an institution. Organized as the program is on the district basis, which calls for the Commissioner to visit an institution relatively close to his own geographically, this may actually be a weakness in it. Perhaps the Commissioner tends to feel reluctant to be critical of his neighbor; visiting a sister institution tends to take on aspects of the friendly, neighborly call when one properly does not openly take one's neighbor apart, but rather exchanges pleasantries and commiserates on common problems. The Commissioner might feel freer to criticize and to make constructive suggestions if he were visiting an institution located at some distance from his own and with which he had no relatively close ties.

Be that as it may, it should be pointed out that being more critical should actually result in a more stimulating experience both for the institution and for the Commissioner.

One suggestion we should like to make is that the value of the periodic review could be significantly increased for both the institution and the Association, if the visit itself were preceded by a period of careful, comprehensive preparation, a period in which a good deal of stock-taking, self-analysis, and planning had gone on. Rightly conceived, an institution that has completed a self-study just prior to an evaluation is in an excellent position for a review. Our experience over the past few years with institutions that have applied for membership in the Association and that have been required to do a self-study gives us confidence in making this suggestion. Would it not be in order to suggest that a member institution be required to undergo this kind of preparation prior to having a review visit?

I think it should be abundantly clear

that if an institution were to go through a self-analysis, as suggested, there would be immeasurable benefit for the review program. In fact, the process might be regarded as an integral part of the review program with the visit itself as the culminating feature.

As Commissioners, do you not see the tremendous advantage you would have in discharging your responsibilities in the review program if your visit had been preceded by this kind of activity? The entire institution should be in a much more sensitive mood than often presently is the case—sensitive, that is, to its own problems, to its strengths and weaknesses, so that you could discuss much more intelligently these matters during your visit. Many data would have been gathered and would be available to you—gathered during the course of the study, up to date, and pertinent for your purposes. You would have at hand the institution's best thinking relative to its future, what it is looking forward to doing, and how it is to be done.

Now, we would be something less than realistic if we were to propose that every institution in the Association be required to engage in self-study as outlined, beginning from scratch and carrying through to the development of a master plan. Such a process is one thing for a college with a faculty of fifty members, but quite another thing for a university with many schools and colleges and with a total faculty of five or six hundred members. We have institutions large and small in our membership that have never given serious thought to a comprehensive analysis of their own programs, nor to the development of long-range plans. But we have also institutions that have been doing the kind of thing we are talking about every day in the year—they have bureaus of institutional research, faculty committees, and so forth, which are continually involved in an ongoing program of self-analysis, ever looking to the future with plans for the achievement of their goals.

The point we would make, however, is that the review visit could be preceded by

the essence of a self-study, that is, careful self-analysis, appraisal of strengths and weaknesses, and plans for growth. The exact form that is taken may not be important. The Commission should encourage some flexibility at this point, but there are obvious advantages to having adequate preparation made prior to the visit.

As indicated earlier, the success of a requirement of adequate preparation prior to the review visit, regardless of the form it takes, rests largely on the degree to which the members of the institutional community are persuaded such a process is worth while for themselves and their institutions—that they do not view the requirements as so much busy-work. I suppose a certain amount of this attitude is inevitable, but possibly it may be reduced to a minimum. We might suggest, for example, that an institution scheduled for a review visit and facing some understandable resistance to undertaking adequate preparation for it utilize services of a consultant who would work with the institution, raising pertinent questions and showing in a concrete manner how the members of the institutional community would benefit from this kind of activity. Perhaps our Field Service Council could be of service in recommending experienced persons who can do this kind of thing. The determination of whether a consultant would be needed at this point should be left to the institution.

This proposed use of a consultant gives rise to another suggestion that might be made in the interest of strengthening the program. As preparation for the review visit—be it a formal self-study or otherwise—goes forward, those engaged in it may feel the necessity for outside help in identification and solution of their problems. Here, again, the services of our Field Service Council might well be used. The institution might wish to engage the services of a consultant on a continuing basis during the conduct of the study, or only in certain areas or at specific times in the course of the work. The Secretary's office can make available whatever advice and counsel that may be needed to make the

experience of self-analysis most helpful. Another suggestion looking to the strengthening of the program has to do with the Commissioners themselves. As you know, the Commission is comprised of men and women who are elected largely from the administrative personnel of our member institutions. Usually they are presidents or deans. Although they are well acquainted with the problems of their own institution, their experience with higher education in general is frequently somewhat limited. Very often they have had little or no experience in the evaluation of institutional quality. The effectiveness of the Commissioners in the review function would be greatly enhanced were it possible to bring them together from time to time for an in-service training program. It would be possible to develop among them some common approaches to the task of evaluating institutions. Such basic questions as, "What is an acceptable level of quality in an institution?" and "What are some of the most effective approaches that may be used in conducting a review visit?" as well as a whole host of more specific questions could be discussed. Out of the experience we might expect that some degree of consensus on the major problems of evaluation might be reached which would enable the Commissioners to approach their review responsibilities more efficiently and effectively.

A further suggestion for strengthening the program of periodic review relates to what follows the visit itself. At the present if the report of a reviewing team indicates that the institution is conducting a program clearly below what is regarded as an acceptable level, the Commission may call for a full-scale re-examination, which, of course, brings the accredited status of the institution into question. We probably should continue to follow this policy in the relatively few serious cases that will be uncovered. If the report indicates a satisfactory program in general, but points out certain weaknesses which might become quite serious if not corrected, the institution may be asked to submit a

report at a later date indicating the progress that has been made in remedying the situation. It would appear that this is not as effective an approach as we might employ. In such cases where the institution clearly needs to improve the quality of its program, could not the Commission require the institution to engage the services of a consultant who would work with it over a period of time in the improvement of its program? Such a person could be of great value in stimulating the institution to see its problems more clearly and in helping it to organize itself effectively for the solution of them. When the consultant felt that the institution had put its house in order and reached the desired level of quality he could either recommend to the Commission that a second review visit be scheduled so the Commission could assure itself that a satisfactory situation had been reached, or the Commission might wish to accept a report from the consultant with the recommendation that no further attention need be given the case.

This suggests another approach that might be used. Instead of engaging in an extensive period of advance preparation for the review visit as earlier suggested, an institution might be given the option of asking for a visit initially with the expectation that it would then be followed by a period of self-analysis guided by the advice of a consultant. In such cases the institution would recognize that it needed to go through a period of critical self-examination, that it would be prepared to do so, and that the review visit would serve to identify in general outline the nature of the task the institution and the consultant would face. It would be necessary, of course, to require some degree of advance preparation for this kind of visit, probably similar to that which we now require, but the self-study would come after the visit instead of beforehand.

There are one or two other problems which relate to the review program that ought to be considered at this point. One of these is whether visits of accrediting agencies in professional fields should be

combined with review visits. From time to time we have had requests from our members asking that this be done, usually in the interest of saving time, of reducing the confusion created by a number of separate visits to the campus, and of making the preparation for the visit of one agency serve also for that of another. The desire for a combined visit is understandable. But thus far we have followed the policy of not combining these visits, and our reason for not doing so is that we have felt that the review visit could realize its maximum potential as a stimulating experience for both the Commissioners and the institution only if it were to operate in an atmosphere as free as possible from tensions. The institution should not be afraid to bring out into the open some of its more difficult or embarrassing problems. If part of the purpose of the visit bears directly on the accredited status of the institution, the climate of the visit is likely to be changed—some degree of tension is inevitably going to be introduced. We may be wrong in holding to this position, but thus far it has seemed wise to do so. If we were to take the opposite view I think we would need to recognize that the periodic review visit would take on much more of the color of a re-accreditation visit. Perhaps this would be good. Perhaps we should consider it.

Another matter to which attention should be given in the interest of strengthening the program is that of scheduling the visits. At the present time the institutions to be revisited in a given year are so notified in the fall of that year. Institutions would appreciate it if they had greater advance notice of their visits. There is no reason why the entire membership cannot be scheduled now for the remainder of this first round of review visits. This, of course, would be almost mandatory if we were to require much more complete advance preparation as earlier suggested. Such a schedule would need to be somewhat flexible, but it would permit better planning on the part of both the membership and the Secretary's office.

There are a number of features of the

program on which we are making no suggestion at the moment but which may be mentioned here with the thought that the panel, in discussing the review program this afternoon, may wish to comment on them.

The present practice is to ask each Commissioner to make two review visits each year. We are well aware of the fact that it is difficult for many of the Commissioners to add these responsibilities to their already crowded schedules. We have felt, however, that with the number of Commissioners available and the size of our membership we would need to schedule this many visits each year to cover the membership in a reasonable time.

Also, we have suggested that each visit be scheduled for two days. Many of the colleges visited have felt this is too short a time to realize the full possibilities of a review visit. On the other hand, most of the Commissioners would probably find it difficult to devote a longer period of time to each of these visits.

In order to finance the review program we are following the policy adopted by the Commission: that of asking each Commissioner's home institution to bear the expense of these visits. Not infrequently, however, state policies prohibit funds from being used for travel outside the state. More often than not a Commissioner is scheduled to visit an institution in a neighboring state. Where the Commissioner cannot be reimbursed for his travel expense by his own institution the Commission has absorbed the expense in its own budget. Thus far we have felt no need to suggest a change in the basic policy.

In our judgment, the manner in which the review program has operated in its first three years has been moderately successful. But we increasingly feel that if we are going to realize its real potential if higher education in the North Central Association region is to be stimulated to move ahead and be in the best possible position to meet most effectively the demands that are being and will be placed on it, the program needs to be strengthened along the lines suggested.

R. NELSON SNIDER, *Treasurer, South Side High School, Fort Wayne, Indiana*

Treasurer's Report for the Fiscal Year

July 1, 1959-June 30, 1960

KOENEMAN, BORGER, KROUSE & DINIUS, Certified Public Accountants of Fort Wayne, Indiana, have continuously audited the treasurer's accounts since he assumed office in 1951. The treasurer is bonded for \$40,000 and his secretary, for \$10,000.

The following report, as indicated in the letter to the treasurer is dated August 2, 1960.

August 2, 1960

Mr. R. Nelson Snider, Treasurer
North Central Association of
Colleges and Secondary Schools
Fort Wayne, Indiana

SCOPE OF EXAMINATION

We have examined the balance sheet of the North Central Association of Colleges and Secondary Schools as at June 30, 1960, and the related statement of changes in fund balances for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In accordance with practice consistently followed by the Association, the records are maintained on a cash basis, and all purchases of fixed assets, consisting principally of office equipment at various offices, have been charged to expense.

In our opinion, subject to the representations of the secretaries of the revolving funds as to balances controlled by them, the accompanying balance sheet and statement of changes in fund balances present fairly the financial position of the North Central Association of Colleges and Secondary Schools as at June 30, 1960, and the results of its financial activities for the year then ended in conformity with generally accepted accounting principles for non-profit educational institutions applied on a basis consistent with that of the preceding year.

KOENEMAN, BORGER, KROUSE & DINIUS

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AUDITOR'S REPORT

Report Letter:

- Scope of Examination
- Comments on Balance Sheet
- Comments on Activities

Comparative Balance Sheets, June 30, 1960 and June 30, 1959.....	Exhibit "A"
Statement of Changes in Fund Balances for the year ended June 30, 1960.....	"B"
Statement of Income and Expenses—Developmental Fund for the years ended June 30, 1960 and June 30, 1959.....	Schedule "B-I"
Statement of Expenses for the years ended June 30, 1960 and June 30, 1959.....	"B-II"

COMMENTS ON BALANCE SHEET

Cash on deposit—\$234,332.84

The cash on deposit at June 30, 1960 was verified directly with the financial institutions. The amounts reported to us were reconciled with the following balances:

Checking Accounts:

The Peoples Trust and Savings Company, Fort Wayne, Indiana.....	\$ 26,012.15	
Lincoln National Bank and Trust Company, Fort Wayne, Indiana.....	23,093.19	\$ 49,105.34

Savings Accounts:

The Peoples Trust and Savings Company, Fort Wayne, Indiana.....	\$ 49,195.62	
Lincoln National Bank and Trust Company, Fort Wayne, Indiana.....	124,990.09	
Continental Illinois National Bank and Trust Company, Chicago, Illinois.	5,298.63	
South Holland Trust and Savings Bank, South Holland, Illinois	5,743.16	185,227.50
		<u>\$234,332.84</u>

Copies of the official receipts issued by the Treasurer's office for cash received were traced to the cash records and to the record of deposits in the various bank accounts. The returned paid checks and the vouchers authorizing the disbursements of cash were inspected.

The cash on deposit consists of amounts for use by the following funds:

Liberal Arts Education Study.....	\$ 9,261.42
Inspection and Survey.....	9,281.01
Field Service Council.....	1,956.99
Generalist Inspection.....	925.87
Institutions for Teacher Education.....	5,800.00
Foreign Relations.....	46,452.64
Leadership Training.....	64,461.53
Superior and Talented Students.....	42,010.39
Human Relations in the Classroom.....	1,964.23
Television (overdraft).....	(1,975.00)
General Fund.....	15,000.00
Developmental.....	39,193.76
	<u>\$234,332.84</u>

Revolving Funds with Secretaries of Commissions—\$1,106.84

The balances in the revolving funds held by the secretaries of commissions and the QUARTERLY office were verified by examining the reports submitted to the Treasurer of the Association as at June 30, 1960.

Disbursements from the revolving funds are made and reported periodically by the secretaries in charged of the funds. The funds are reimbursed by the Treasurer in accordance with the budget allotments.

The following amounts on hand were reported as at June 30, 1960:

Robert J. Keller, Acting Secretary, North Central Association of Colleges and Secondary Schools.....	\$ 185.01
Mr. A. J. Gibson, Secretary, Commission on Secondary Schools.....	214.75
Dr. Harlan C. Koch, Managing Editor, North Central Association QUARTERLY.....	509.21
Mr. Norman Burns, Secretary, Commission on Colleges and Universities.....	197.87
	<u>\$1,106.84</u>

Liberal Arts Education Study—\$9,261.42

The balance in this fund at June 30, 1960 is \$9,261.42 and is represented by cash on deposit. Receipts were credited to this fund in the amount of \$15,007.02 for the year and disbursements totaling \$15,014.25 were made.

Exhibit "B" reflects a decrease of \$7.23 from the balance in the fund at June 30, 1959.

Inspection and Survey—\$9,281.01

Receipts were credited to the Inspection and Survey fund for the year ended June 30, 1960 in the amount of \$27,158.33. Disbursements for the year were \$29,026.97. The net decrease of \$1,868.64 in this fund during the year is reflected in the fund balance of \$9,281.01 at June 30, 1960. The fund balance is represented by cash on deposit.

Field Service Council—\$1,956.99

During the year ended June 30, 1960 the receipts credited to this fund amounted to \$3,039.20 and the disbursements were \$3,080.36. The balance in the fund, which is represented by cash on deposit, at June 30, 1960 is \$1,956.99.

Generalist Inspection—\$925.87

Receipts in the amount of \$1,649.31 and disbursements in the amount of \$1,612.69 were reflected in this fund during the year ended June 30, 1960. The balance of \$925.87 in the fund at the close of the year is represented by cash on deposit.

Institutions for Teachers' Education—\$5,800.00

The disbursements from the Institutions for Teachers' Education fund for the year totaled \$4,190.00 which was in excess of the receipts by \$1,390.00.

Exhibit "B" reflects the decrease in the fund balance as at June 30, 1960. The fund balance, represented by cash on deposit, at June 30, 1960 is \$5,800.00.

Foreign Relations—\$46,452.64

During the year ended June 30, 1960 the Foreign Relations project received the following amounts:

Sale of books	\$42,778.43
Science Research Association Grant	20,000.00
New World Foundation Grant	3,000.00
Carnegie Endowment for International Peace	700.00
	<hr/>
	\$66,478.43
	<hr/>

Disbursements totaling \$71,557.97 were made during the year from this fund. As reflected on Exhibit "B" the fund balance decreased from \$51,532.18 to \$46,452.64 during the year ended June 30, 1960.

Leadership Training—\$64,461.53

This fund was credited with \$93,700.00 from the Carnegie Corporation of New York during the year ended June 30, 1960. Disbursements totaling \$39,368.16 were made from this fund leaving a balance in the fund of \$64,461.53 at June 30, 1960 as reflected on Exhibit "B."

Superior and Talented Students—\$42,010.39

On November 17, 1959 the Carnegie Corporation of New York appropriated \$150,000.00 to the Association for a program of guidance and motivation of superior high school students. At June 30, 1960, \$30,000.00 had been received with the balance scheduled to be received July 1, 1960. Disbursements were made in the amount of \$93,332.33 during the year.

The balance in this fund represented by cash on deposit is \$42,010.39 at June 30, 1960.

Human Relations in the Classroom—\$1,964.23

As reflected on Exhibit "B," contributions to this fund for the year were \$3,500.00 and disbursements were \$4,756.90. The balance in the fund, represented by cash on deposit, at June 30, 1960 is \$1,964.23.

Television—\$(1,975.00) Deficit

A contract was entered into between the Association and the Office of Education, U. S. Department of Health, Education and Welfare for their financial support of a Television Seminar.

During the year, disbursements were made in the amount of \$5,125.00. Of this amount, \$3,150.00 had been reimbursed at June 30, 1960. The balance of \$1,975.00 will be reimbursed to the association by the Office of Education in accordance with the contract.

General Fund—\$15,000.00

There were no transactions affecting this fund during the year ended June 30, 1960. The above balance is represented by cash on deposit.

Developmental Fund—\$39,193.76

The activities of the association, other than those under specific funds, are reflected in Schedule I. The excess of income over expenses in the amount of \$5,894.31 as reflected on Schedule I results in a fund balance of \$39,193.76 at June 30, 1960.

COMMENTS ON ACTIVITIES

Schedule I presents the results of the activities of the association for the years ended June 30, 1960 and June 30, 1959.

The total income for the year ended June 30, 1960 was \$4,416.79 more than last year. The expenses increased \$4,512.70 over last year. The activities chargeable to the Developmental Fund resulted in a net gain of \$5,894.31 for the year ended June 30, 1960 compared with a net gain of \$5,990.22 for the previous year.

The details of the income and expenses for the years ended June 30, 1960 and June 30, 1959 are shown in Scheduled I. A more detailed analysis of the expenses is presented in Schedule II.

A condensed summary of the income and expenses for the last five years is as follows:

	Year Ended June 30,				
	1960	1959	1958	1957	1956
Income:					
Membership dues.....	\$144,785	\$140,775	\$137,260	\$115,990	\$113,835
Application fees.....	2,170	1,720	1,830	890	1,080
Inspection and Survey Fees.....	(*)	(*)	(*)	11,025	10,852
Sale of QUARTERLIES.....	1,936	1,945	1,680	1,552	1,752
Other sales.....	807	20	200	245	180
Royalties and miscellaneous.....	4,530	5,351	3,543	2,941	1,695
Total Income.....	\$154,228	\$149,811	\$144,513	\$132,643	\$129,402
Expenses.....	148,334	143,821	137,488	140,861	119,706
Excess of Income Over Expense.....	\$ 5,894	\$ 5,990	\$ 7,025	\$ (8,218)	\$ 9,644

(*) Inspection and Survey fees and expenses have been eliminated from the 1960, 1959 and 1958 figures as this program is now conducted on a fund basis.

Exhibit "A"

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS R. NELSON SNIDER, TREASURER

COMPARATIVE BALANCE SHEETS, JUNE 30, 1960 AND JUNE 30, 1959

	ASSETS		
	1960	1959	Increase (Decrease)
Cash:			
On deposit.....	\$234,332.84	\$249,495.77	\$(15,162.93)
Revolving funds with Secretaries of Commissions.....	1,106.84	1,531.89	(425.05)
Total Working Funds.....	\$235,439.68	\$251,027.66	\$(15,587.98)
Total Assets.....	\$235,439.68	\$251,027.66	\$(15,587.98)
	LIABILITIES AND FUND BALANCES		
Liabilities:			
Membership dues paid in advance.....	\$ —	\$ 65.00	\$(65.00)
Fund Balances:			
Projects:			
Liberal Arts Education Study.....	\$ 9,261.42	\$ 9,268.65	\$(7.23)
Inspection and Survey.....	9,281.01	11,149.65	(1,868.64)
Field Service Council.....	1,956.99	1,998.15	(41.16)
Generalist Inspection.....	925.87	889.25	36.62
Institutions for Teacher Education.....	5,800.00	7,190.00	(1,390.00)
Foreign relations.....	46,452.64	51,532.18	(5,079.54)
Illinois High School Students Seminar.....	—	409.90	409.90
Leadership Training.....	64,461.53	10,129.69	54,331.84
Superior and Talented Students.....	42,010.39	105,342.72	(63,332.33)
Human Relations in the Classroom.....	1,964.23	3,221.13	(1,256.90)
Television.....	(1,075.00)	—	(1,075.00)
	\$180,130.08	\$201,131.32	\$(20,992.24)
Administration:			
General Fund.....	\$ 15,000.00	\$ 15,000.00	\$ —
Developmental.....	39,193.76	33,299.45	5,894.31
Revolving Funds—Secretaries of Commissions.....	1,106.84	1,531.89	(425.05)
	\$ 55,300.60	\$ 49,831.34	\$ 5,469.26
Total Fund Balances.....	235,439.68	250,962.66	\$(15,522.98)
Total Liabilities and Fund Balances.....	\$235,439.68	\$251,027.66	\$(15,587.98)

Exhibit "B"

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
R. NELSON SNIDER, TREASURER

STATEMENT OF CHANGES IN FUND BALANCES FOR THE YEAR ENDED JUNE 30, 1960

	Balance July 1, 1959	Receipts	Total	Disbursed	Balance June 30, 1960
Subjects:					
Liberal Arts Education Study.....	\$ 9,268.65	\$ 15,007.02	\$ 24,275.67	\$ 15,014.25	\$ 9,261.42
Inspection and Survey.....	11,140.65	27,158.33	38,307.98	29,026.97	9,281.01
Field Service Council.....	1,998.15	3,039.20	5,037.35	3,080.36	1,956.99
Generalist Inspection.....	889.25	1,049.31	2,538.56	1,612.69	925.87
Institutions for Teachers' Education.....	7,190.00	2,800.00	9,990.00	4,190.00	5,800.00
Foreign Relations.....	51,532.18	66,478.43	118,010.61	71,557.97	46,452.64
Illinois High School Student Seminar Foreign Relations.....	409.90	—	409.90	409.90	—
Leadership Training.....	10,129.69	93,700.00	103,829.69	39,368.16	64,461.53
Superior and Talented Students.....	105,342.72	30,000.00	135,342.72	93,332.33	42,010.39
Human Relations in the Classroom.....	3,221.13	3,500.00	6,721.13	4,756.90	1,964.23
Television.....	—	3,150.00	3,150.00	5,125.00	(1,975.00)
	<u>\$201,131.32</u>	<u>\$246,482.29</u>	<u>\$447,613.61</u>	<u>\$267,474.53</u>	<u>\$180,139.08</u>
Administration:					
General Fund.....	\$ 15,000.00	\$ —	\$ 15,000.00	\$ —	\$ 15,000.00
Developmental Fund.....	33,299.45	154,228.34	187,527.79	148,334.03	39,193.76
Revolving Funds—Secretaries of Commissions.....	1,531.89	7,579.45	9,111.34	8,004.50	1,106.84
	<u>\$ 49,831.34</u>	<u>\$161,807.79</u>	<u>\$211,639.13</u>	<u>\$156,338.53</u>	<u>\$ 55,300.60</u>
Gifts:	<u>\$250,962.66</u>	<u>\$408,290.08</u>	<u>\$659,252.74</u>	<u>\$423,813.06</u>	<u>\$235,439.68</u>

Schedule I

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
R. NELSON SNIDER, TREASURERCOMPARATIVE STATEMENT OF INCOME AND EXPENSE—DEVELOPMENTAL FUND
FOR THE YEARS ENDED JUNE 30, 1960 AND JUNE 30, 1959

	1960	1959	Increase (Decrease)
Income:			
Membership Dues:			
Universities and colleges.....	\$ 69,015.00	\$ 66,735.00	\$ 2,280.00
Secondary schools.....	73,320.00	71,840.00	1,480.00
Dependents' schools.....	2,450.00	2,200.00	250.00
Application fees.....	2,170.00	1,720.00	450.00
Total Fees.....	<u>\$146,955.00</u>	<u>\$142,495.00</u>	<u>\$ 4,460.00</u>
Other Income:			
Sale of QUARTERLIES.....	\$ 1,936.45	\$ 1,945.28	\$(8.83)
Sale of manuals and schedules.....	—	20.00	(20.00)
Loyalties.....	487.91	554.32	(66.41)
Sale of reprints and miscellaneous.....	806.86	450.45	356.41
Interest.....	4,042.12	4,346.50	(304.38)
Total Other Income.....	<u>\$ 7,273.34</u>	<u>\$ 7,316.55</u>	<u>\$(43.21)</u>
Total Income.....	<u>\$154,228.34</u>	<u>\$149,811.55</u>	<u>\$ 4,416.79</u>
Expense:			
Commission on Research and Service.....	\$ 9,869.10	\$ 6,809.18	\$ 3,059.92
Commission on Secondary Schools.....	41,801.08	41,580.82	221.16
Commission on Colleges and Universities.....	44,384.46	39,041.65	5,342.81
Executive Committee.....	3,541.88	4,039.49	(497.61)
Publicity and Public Relations.....	4,357.87	9,157.01	(4,799.14)
Advisory Committee on Programs.....	73.06	140.19	(66.23)
Long-Range Planning Committee.....	808.75	268.14	630.61
QUARTERLY office.....	13,662.15	15,030.79	(1,368.64)
President's office.....	240.85	158.05	82.80
Secretary's office.....	11,976.39	12,117.30	(140.91)
Treasurer's office.....	4,426.94	4,363.42	63.52
General Association.....	12,885.03	10,872.73	2,012.30
Other.....	214.67	242.56	(27.89)
Total Expense.....	<u>\$148,334.03</u>	<u>\$143,821.33</u>	<u>\$ 4,512.70</u>
Income.....	<u>\$ 5,894.31</u>	<u>\$ 5,990.22</u>	<u>\$(95.91)</u>

Schedule II

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
R. NELSON SNIDER, TREASURER

COMPARATIVE STATEMENT OF EXPENSES FOR THE YEARS ENDED JUNE 30, 1960 AND JUNE 30, 1959

	1960			1959	Increase (Decrease)
	Budget	Spent	(Over) or Under Budget	Spent	
<i>Commission on Research and Service:</i>					
<i>Steering Committee.....</i>	\$ 1,075.00	\$ 924.09	\$ 150.91	\$ 997.87	\$ 73.78
<i>Experimental Units Committee.....</i>	750.00	599.81	150.19	—	599.81
<i>Teacher Education Committee:</i>					
Directing Committee.....	750.00	463.54	286.46	708.80	(245.33)
Council on Cooperation.....	50.00	50.00	—	50.00	—
Liberal Arts Education.....	800.00	647.36	152.64	796.33	(148.97)
In-Service Education.....	750.00	788.26	(38.26)	731.39	56.87
Teacher Education Institutions.....	750.00	753.79	(3.79)	288.66	465.13
Multi-Purpose Institutions.....	750.00	534.41	215.59	540.96	(6.55)
Student Teaching Committee.....	750.00	502.06	187.94	328.82	233.24
Better Classroom Human Relations Committee.....	1,200.00	1,076.29	123.71	775.61	300.68
<i>Current Educational Problems Committee:</i>					
New studies.....	100.00	4.30	95.70	73.96	(69.66)
High school-college articulation.....	1,200.00	1,107.07	2.93	692.45	504.62
Television.....	1,000.00	1,004.05	(4.05)	748.44	255.61
Junior college problems.....	750.00	729.64	20.36	75.80	653.84
Guidance and counseling.....	750.00	534.43	215.57	—	534.43
Total.....	\$ 11,425.00	\$ 9,869.10	\$ 1,555.90	\$ 6,809.18	\$ 3,059.92
<i>Commission on Secondary Schools:</i>					
Office expense.....	\$ 850.00	\$ 850.00	\$ —	\$ 750.00	\$ 100.00
Salary of executive secretary.....	5,800.00	5,800.00	—	5,500.00	300.00
Office secretary's salary.....	3,800.00	3,722.00	78.00	3,800.00	(78.00)
Rent.....	600.00	600.00	—	600.00	—
Telephone.....	450.00	450.00	—	400.00	50.00
Janitor service.....	120.00	120.00	—	120.00	—
Secretarial assistance in Chicago.....	300.00	286.98	13.02	263.87	23.11
State committees.....	19,627.00	19,469.46	157.54	19,734.54	(265.08)
Administrative Committee.....	2,000.00	1,671.20	328.80	1,584.72	86.48
Office of Chairman.....	400.00	99.72	300.28	169.39	(69.07)
Fall meeting of state chairmen.....	4,800.00	3,503.12	1,296.88	4,732.31	(1,139.19)
Cooperating Committee on Research.....	1,000.00	1,075.43	(75.43)	1,308.27	(232.84)
Activities Committee.....	600.00	448.81	151.19	265.86	182.95
Dependent Schools Committee.....	1,800.00	2,172.13	(372.13)	1,494.86	677.27
Report Forms Committee.....	600.00	606.60	(6.60)	—	606.60
Committee on Election and Voting Procedures.....	500.00	154.95	345.05	857.00	(702.05)
Relations with Colleges Committee.....	500.00	681.49	(181.49)	—	681.49
Total.....	\$ 43,747.00	\$ 41,801.98	\$ 1,945.02	\$ 41,580.82	\$ 221.16
<i>Commission on Colleges and Universities:</i>					
Secretary's salary.....	\$ 2,500.00	\$ 2,499.96	\$.04	\$ 2,000.04	\$ 499.92
Retirement annuities.....	1,442.52	1,445.28	(2.76)	1,421.46	23.82
Assistant secretary's salary.....	14,000.00	14,249.38	(249.38)	12,500.00	1,749.38
Clerical and stenographic salaries.....	7,500.00	7,500.00	—	6,604.41	895.59
Associate Secretary's salary.....	6,500.00	6,500.08	(.08)	6,000.00	500.08
Travel.....	250.00	247.39	2.61	204.89	42.50
Office expense.....	3,500.00	3,500.00	—	3,500.00	—
N.C.R.A.A. dues.....	100.00	100.00	—	100.00	—
Executive Board.....	3,500.00	3,988.74	488.74	3,301.54	597.20
District Committees.....	500.00	253.00	247.00	905.94	(652.94)
Revisitation project.....	2,000.00	2,000.00	—	1,574.96	425.04
The role of the librarian in the instructional process.....	1,000.00	769.33	230.67	—	769.33
Workshop for unaccredited institutions.....	—	—	—	285.86	(285.86)
The Reporter.....	600.00	584.46	15.54	552.55	31.91
Examiner's Workshop Committee.....	500.00	475.36	24.64	—	475.36
Program Extension Committee.....	500.00	271.48	228.52	—	271.48
Total.....	\$ 44,392.52	\$ 44,384.46	\$ 8.06	\$ 39,041.65	\$ 5,342.81
<i>Special Committees:</i>					
Executive Committee.....	\$ 3,700.00	\$ 3,541.88	\$ 158.12	\$ 4,039.49	(497.61)
Publicity and Public Relations Committee.....	3,500.00	4,357.87	(857.87)	9,157.01	(4,799.14)
Advisory Committee on Programs.....	500.00	73.96	426.04	142.19	66.23
Long-Range Planning Committee.....	300.00	898.75	(598.75)	268.14	630.61
Total.....	\$ 8,000.00	\$ 8,872.46	(872.46)	\$ 13,604.83	(4,732.37)
<i>Quarterly Office:</i>					
Office Secretary's salary.....	\$ 4,300.00	\$ 4,300.00	\$ —	\$ 3,800.00	\$ 500.00
Office expense.....	300.00	175.46	124.54	185.91	(10.45)
QUARTERLY issues—printing.....	9,000.00	9,186.69	(186.69)	11,044.88	(1,858.19)
Total.....	\$ 13,600.00	\$ 13,662.15	(62.15)	\$ 15,030.79	(1,368.64)
<i>President's Office—Office Expense.....</i>	<i>\$ 500.00</i>	<i>\$ 240.85</i>	<i>\$ 259.15</i>	<i>\$ 158.05</i>	<i>\$ 82.80</i>

TREASURER'S REPORT FOR THE FISCAL YEAR

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	1960			1959	Increase (Decrease)
	Budget	Spent	(Over) or Under Budget	Spent	
<i>Secretary's Office:</i>					
Office Secretary's salary	\$ 4,700.00	\$ 4,700.00	\$ —	\$ 4,575.02	\$ 124.98
Secretary's salary	7,000.00	7,000.00	—	7,000.07	(.07)
Annual meeting expense	200.00	108.55	91.45	101.34	7.21
Office expense	600.00	167.84	432.16	440.87	(273.03)
Total	\$ 12,500.00	\$ 11,976.39	\$ 523.61	\$ 12,117.30	\$ (140.91)
<i>Treasurer's Office</i>					
Office Secretary's salary	\$ 3,500.00	\$ 3,500.00	\$ —	\$ 3,200.00	\$ 300.00
Office expense	930.00	926.94	3.06	1,163.42	236.48
Total	\$ 4,430.00	\$ 4,426.94	\$ 3.06	\$ 4,363.42	\$ 66.52
<i>General Association:</i>					
Travel	\$ 1,500.00	\$ 1,478.63	\$ 21.37	\$ 1,132.16	\$ 366.47
Printing	4,300.00	4,397.60	(97.60)	3,012.60	1,385.00
Annual meeting expense and speakers	5,500.00	5,710.50	(210.50)	5,709.37	1.13
Contingency	275.00	250.62	24.38	200.00	50.62
Social security	900.00	937.59	(37.59)	791.51	146.08
Past presidents breakfast	50.00	110.00	(60.00)	27.00	83.00
Total	\$ 12,525.00	\$ 12,885.03	\$ (360.03)	\$ 10,872.73	\$ 2,012.30
<i>Other Expenses:</i>					
Royalties paid	\$ 176.72	\$ 176.72	\$ —	\$ 202.36	\$ (25.64)
Bank service charge	37.95	37.95	—	40.20	(2.25)
Total	\$ 214.67	\$ 214.67	\$ —	\$ 242.56	\$ (27.89)
Total Expenses	\$151,334.19	\$148,334.03	\$ 3,000.16	\$143,821.33	\$ 7,512.70

Publications of the North Central Association

Unless otherwise indicated, address communications to the Secretary, North Central Association of Colleges and Secondary Schools, University of Chicago, 5835 Kimbark, Chicago 37, Illinois.

I. THE NORTH CENTRAL ASSOCIATION QUARTERLY, Editorial Office, University of Chicago, 5835 Kimbark, Chicago 37, Illinois

II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service.

A. Unit Studies in American Problems—a new and challenging type of classroom text material sponsored by the Committee on Experimental Units for the use of students in high school social studies classes. Charles E. Merrill Company, 400 S. Front Street, Columbus 15, Ohio.

1. *Atomic Energy*, by WILL R. BURNETT
2. *Conservation of Natural Resources*, by E. E. LORY and C. L. RHYNE
3. *Housing in the United States*, by A. W. TROELSTRUP
4. *Maps and Facts for World Understanding*
5. *Why Taxes?* by EDWARD A. KRUG and ROBERT S. HARNACK
6. *The Federal Government and You*
7. *Youth and Jobs*, by DOUGLAS S. WARD
8. *The Family and You*, by HENRY A. BOWMAN

B. Foreign Relations Series sponsored by the Committee on Experimental Units, available through North Central Association Foreign Relations Project, Suite 832, First National Bank Building, Chicago 3, Illinois.

(All booklets are 50¢ each; classroom sets of 30 or more of one title are 45¢ each.):

1. The United States and World Affairs
2. Chinese Dilemma
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Classroom Tips (10¢ each):

1. May, 1959—Survey of U. S. Military Establishment
2. October, 1959—The Challenge in Southeast Asia
3. March, 1960—Europe—At Sixes and Sevens?

(All prices are plus transportation, shipped F.O.B. Chicago. On cash orders, add 5% for postage and handling with a minimum charge of 35¢.)

C. Publications developed and issued by the NCA Project on Guidance and Motivation of Superior and Talented Students (STS Project), 250 East Erie Street, Chicago 11, Illinois

1. *Action Program of the STS Project* (July 22, 1959).
2. *Research Design of the STS Project* (a mimeographed booklet issued on July 22, 1959).
3. *A Prospectus* (15¢ each).
4. *Workshop Procedures* (15¢ each).
5. *Identification* (15¢ each).
6. *Cues to Successful Study* (5¢ each).
7. *Problems in Motivation* (5¢ each).
8. *A Selected and Annotated Bibliography*.
9. "Articulation: A Need and a Promise Half Fulfilled" by Stephen Romine.
10. *News, Notes and Nuggets*, a monthly newsletter of the Project.

11. *Do Your Dreams Match Your Talents?* by Vance Packard. Published and distributed by Science Research Associates, 259 East Erie Street, Chicago 11, Illinois (\$1.50)
 12. *Working With Superior Students: Theories and Practices*, edited by Bruce Shertzer. Published and distributed by Science Research Associates, 259 East Erie Street, Chicago 11, Illinois (\$5.95).
 - D. Pamphlets produced as outgrowths of committee studies and projects.
 1. Study of Teacher Certification
 2. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11, New York.
 3. Incentives used in Motivating Professional Growth of Teachers (single copies 25¢, quantities of 10 or more 15¢ each).
 4. The Workshop as an In-Service Education Procedure (single copies 25¢; quantities of 10 or more 15¢ each).
 5. Improvement of Reading in Colleges and Secondary Schools.
 6. Better Education for Nonacademic Pupils (single copies 25¢; quantities of ten or more, 15¢ each).
 7. Some Guiding Principles for Student Teaching Programs.
 8. Appraisal of the Current Status of Television as a Medium of Instruction—National Educational Television and Radio Center, 10 Columbus Circle, 1590 Coliseum Building, New York 19, New York.
 - E. *Syllabus—Functional Health Training*, by LYNDA M. WEBER. Published and distributed by Ginn and Company, Chicago.
 - F. *Improving Teacher Education Through Inter-College Cooperation*—Wm C. Brown, Co., 215 West Ninth, Dubuque, Iowa (\$3.50)
- Publications of the Commission on Secondary Schools, distributed free to members of the Commission and member schools. Available from Executive Secretary, Commission on Secondary Schools, North Central Association, 1904 East Washington St., Charleston 1, West Virginia.
- A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*
 - B. *Handbook for State Chairmen and Reviewing Committees*
 - C. *Know Your North Central Association*
- Publications available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
- A. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities.
 - B. National list of institutions of higher education accredited by the six regional accrediting agencies, published by the National Committee of Regional Accrediting Agencies of the United States.
- Publications jointly sponsored by the North Central Association and other educational organizations or agencies.
- A. *Your Life Plans and the Armed Forces*. 160 pages, 8½×11. Paper, \$1.25; *Teachers Handbook*, 8½×11. Paper. 32 pages, \$0.60. Order from the National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington 25, D. C.
 - B. *A Guide to the Evaluation of Educational Experiences in the Armed Services*, 1954 Revision: Formal Service Courses in Schools. Published in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C. \$5.00.
 - C. Publications of National Study of Secondary School Evaluation. Available from 1785 Massachusetts Avenue, Washington 6, D. C.
 1. *Evaluative Criteria* (1960 Edition), cloth \$5.00; paper. \$4.00.
- A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage. Available from Editorial Office of THE NORTH CENTRAL ASSOCIATION QUARTERLY, University of Chicago, 5835 Kimbark, Chicago 37, Illinois.

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